

California Department of Education

Style Manual

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California Department of Education



Publishing Information

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Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his [her] sentences short, or . . . avoid all detail and treat his [her] subjects only in outline, but that every word tell.

—Strunk and White, *Elements of Style*

A Message from Jack O'Connell

The *California Department of Education Style Manual* is a handy reference for Department staff to use regarding language usage and style when preparing documents for publishing, whether in print or on the Internet. The manual covers a wide range of issues that you will encounter when you create documents.

Educators throughout California use our instructional resources extensively, and I am proud of the range of excellent materials that we make available both to them and to the public. Maintaining standards of quality in the information we provide is extremely important. Therefore, the *Style Manual* also includes checklists for CDE staff and authors of Department manuscripts to use to ensure that their documents meet our standards.

Using these guidelines will help you shepherd your drafts through the content approval process more efficiently and to develop high quality documents. If you have comments or suggestions about this manual, please contact the editors at CDE Press at (916) 445-7608. They will also gladly answer questions regarding grammar, punctuation, and style that are not addressed in the manual.

A handwritten signature in black ink that reads "Jack O'Connell". The signature is written in a cursive, flowing style with a large initial "J" and "O".

State Superintendent of Public Instruction

Introduction

This *Style Manual* highlights some of the practices followed by the staff of CDE Press in fulfilling its responsibilities for preparing documents for publications. These responsibilities include (1) ensuring that documents produced by the California Department of Education meet certain minimum standards in both language usage and printing practices; (2) making certain that documents conform to federal and state regulations and departmental policies affecting publications; (3) reviewing and approving all Department publications before they are printed and reproduced; and (4) adhering to a bidding process to ensure that the printing or duplicating is done at the lowest cost. See *Department of Education Administrative Manual (DEAM)* Section 3800 at <http://intranet.cde.ca.gov/policies> for full information on the publications approval process.

The major purpose of this manual is to help staff members in the Department of Education better plan, organize, and prepare a manuscript in a form that is accurate and clear and that will require a minimum of rewriting, editing, and keyboarding before it is sent to be printed. (See page 13 for special instructions on *preparing files electronically* for submission to CDE Press.)

In addition, you may want to consult some of the general guides and resources that CDE Press uses to maintain the Department's standards in writing and editing (see the Selected References at the end of this document for full bibliographical information).

Primary sources:

- *The Chicago Manual of Style* (Fifteenth edition)
- *Merriam-Webster's Collegiate Dictionary* (Eleventh edition)
- *Webster's Third New International Dictionary*

Although several sources contain information on compounding and the hyphenation of words, CDE Press has developed a style guide for these matters; it is included here as "Guide for Compounding and Hyphenation." The Press has also developed its own style for footnotes and bibliographies; those formats, too, are included in this publication.

Note that a well-prepared document adhering to the established standards will help speed the document through the publication process and save on costs charged to the unit for CDE Press services.

CDE Press welcomes any comments or suggestions that you may have for revision of the manual. Revisions should follow the format used in the manual. Please direct all comments and material to CDE Press, telephone (916) 445-7608, fax (916) 322-1754.

I. Preparations for Writing

Guidelines for Writing

The Department's general policy is to have its publications reflect the highest possible standards in current American usage and, within budgetary constraints, to have its documents reflect the best possible practices in the publishing industry. High standards are expected of schools and students in California, and CDE Press must continue to uphold high standards in Department publications.

Writers of a Department of Education document should give careful attention to (1) the prewriting stage in the writing process—planning what is going to be written and developing an outline; and (2) the logical presentation of the material—writing clearly and concisely, using correct grammar, and ensuring proper English usage. (The Selected References section of this document contains a list of publications that will be of further use to writers.)

The Importance of an Outline

An outline of the important topics and supporting ideas is the foundation of a well-written document. An outline is especially important in a project that involves a committee of writers because it helps to prevent repetition. Each writer who is assigned a particular portion to write can discern from the outline the scope of his or her section. A good outline ensures that the subject matter is covered in a logical sequence and that important points are not omitted. Writers must spend an adequate amount of time determining what is going to be covered.

The task of writing becomes easier with a clear and logical outline. In those instances in which a manuscript must be approved by someone other than the writer, it is absolutely critical that the writer secure at least tacit approval of the outline before beginning to write. It should be understood, however, by both the writer and those approving the outline that deviations from the outline may occur as the writing proceeds. The outline should be viewed as a guide, not a straitjacket. It is highly recommended that a CDE Press editor be consulted to review the outline before a writer begins the writing process.

In developing an outline, the writer needs to keep in mind the following guidelines:

1. *What is the purpose of the document?* The answer to this question will help the writer choose the best format or approach.
2. *Who is my audience?* The answer to this question will help the writer make decisions about the tone, diction, rhetoric, syntax, and writing style.
3. *What materials or resources do I need to write the manuscript?* The answer to this question will help the writer decide whether he or she is ready to start the writing stage of the writing process. In addition, if the writer uses copyrighted or borrowed materials (including illustrations), he or she needs to keep careful records of citations, including the author's name, the source title, the publisher's name, page numbers, and so forth. Those bibliographic details are often difficult to find after the manuscript is completed. Writers who quote other authors' work to support their own points should transcribe accurately and give credit to their sources. When substantial excerpts are used, or any line of a song or poem, permission should be obtained from the publisher of the source quoted. (See page 11 for a sample letter of request for permission to use borrowed material.)

Note: If photographs of children are used as illustrations in the document, written parental consent must be obtained. (See page 12 for a sample photograph release form.) Consult with CDE Press before providing photographs.

4. *What do I want to say about this subject?* The answer to this question will help the writer come up with a message of substance that reflects clear thinking on the subject.

When the outline is finished, it should provide a clear picture of the proposed document's content and how the writer intends to develop it.

Standards to Be Maintained

The writers of Department of Education documents can determine whether they have reached the expected standards for publishing by giving proper attention to grammar, English usage, and the conventions of writing. Common problems in manuscripts include nonagreement of subject and verb, especially when the subject is separated from its verb by several words; unclear pronoun references; overuse of acronyms and abbreviations; the use of colloquialisms; dangling participles; nonparallel constructions; and the improper use of possessives.

Writers may use the following questions to make sure they submit a manuscript that meets Department standards (see also *The Chicago Manual of Style*, Chapter 2, sections 2.3 through 2.46, for advice on the author's responsibility in the preparation of a manuscript and "Minimum Standards for the Preparation of a Department of Education Manuscript" in this document):

1. Have I established a clear purpose and a specific audience for my manuscript?
2. Have I used a known organizational pattern that my readers will recognize and be able to follow?
3. Have I chosen my words carefully, constructed my sentences clearly, and developed my paragraphs appropriately?
4. Have I presented my material logically and eliminated conflicting statements?
5. Have I given my readers all the information they will need to understand the ideas and information I want them to comprehend?
6. Have I checked all my quoted materials against an original or reliable source, and have I performed all the necessary mathematical calculations to ensure the accuracy of my tabular data?
7. Have I given proper credit for all the material I borrowed?
8. Are all my references good, reliable, and available?¹

Perhaps the most important question that the writer should ask is "Does this manuscript represent the best thinking I have on the subject and reflect my highest quality work?" The "Checklist for Authors of a Department of Education Manuscript" (see page 64) should be used as a final check that the manuscript is complete.

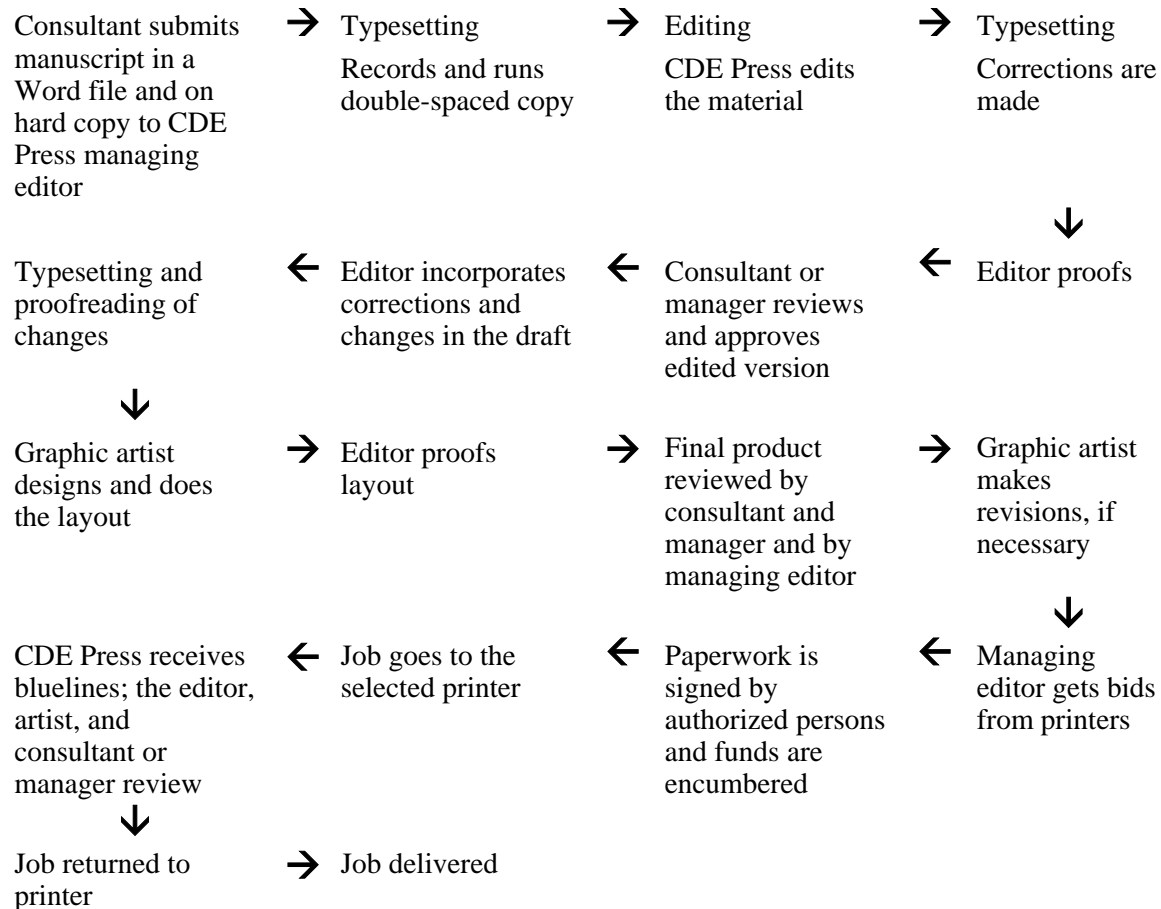
Before submitting the document to CDE Press, consultants should use the checklist "Criteria for Manuscripts Submitted to CDE Press" (page 66) to ensure the manuscript is in compliance with Department standards.

¹Correct referencing and accurate bibliographies are essential. Be sure to provide complete publishing information on all references. Include annotations for out-of-print material, and consider including annotations for all references.

Production Process

Before a manuscript is submitted to CDE Press, the copy must be approved by the division director, deputy superintendent, and Executive Office.

The following flowchart shows the production process at CDE Press:



Sample Request for Permission to Reproduce Material

Date _____

Name _____

Permission's Office _____

Address _____

Dear [Name]:

The California Department of Education is preparing a soft-cover publication titled *[title]*, the purpose of which is to inform educators about [topic]. We plan to print [TK] copies.

- We request permission to reproduce in that book the following material:

Pages [TK] from [title], by [author], published by [publisher], in [copyright year].

A photocopy of the material to be reprinted is enclosed for your information.

- We also request permission to reprint this material electronically in the same format when we publish [title] on the California Department of Education Web site.

We are requesting worldwide distribution rights. If permission is granted, please sign and mail back one copy of this letter in the enclosed self-addressed stamped envelope and keep the other for your files. Of course, we shall acknowledge the source with complete bibliographical data.

The California Department of Education is a nonprofit organization.

Your early action on this request will be most appreciated.

Sincerely,

Name _____

Title and unit _____

Address _____

Telephone and fax numbers _____

Permission to **reprint** is granted: (yes/no) _____ By _____

Permission to **electronically reprint** on the California Department of Education Web site is granted:

(yes/no) _____ By _____

Date _____ Title _____

Sample Photograph Release Form

I hereby authorize the California Department of Education to use any and all pictures of

_____ taken on this date _____.

I understand that such photographs will be used for California Department of Education publications.

Date

Signature of participant

Signature of parent or guardian if participant is under the age of eighteen

Mailing address

Street address

City

State

Zip code

Telephone number

Fax

E-mail address

Special Instructions for Preparing Electronic Files for Submission to CDE Press

The best way to prepare a manuscript for submission electronically is to create the files using word processing software only. (Create separate word processing files for each chapter in a lengthy document.) The standard for the Department is Microsoft Word 2003, font size 12 points. The files should be accompanied by a **double-spaced** printout of the job. **Important: The electronic files should contain little or no formatting.** Use only single returns between paragraphs, single spaces between sentences, and single tabs. Use the “Table” feature in Word to create tables by means of cells (i.e., do not use multiple spaces or multiple tabs).

After the manuscript has been edited and the edits have been approved by the customer, the graphic artist will do the layout and all formatting required. Therefore, keep in mind that the appearance of the text during the editing process will differ greatly from the appearance of the final product.

CDE Press accepts files by e-mail or on floppy disks, zip disks, or CDs. Indicate the type of software used and the version number on the disks. The Press has cross-platform and file-converting capabilities. However, files created with some PC software may need to be saved by the author as rich-text format (RTF) before submission to CDE Press. You may want to call the Press at (916) 445-7608 for assistance before submitting text on disks.

Note: Scanning of hard copy is not available through CDE Press. Local copy service centers can usually provide this service.

Illustrations. Call CDE Press for advice on the format of illustrations and the quality of photographs if you intend to provide them.

Minimum Standards for the Preparation of a Department of Education Manuscript

The following minimum standards must be met in preparing documents for publication by the California Department of Education. Manuscripts that do not meet these standards will require heavier editing to bring them up to standard. The lengthier editing process adds to the costs charged for publication services.

Outline

1. Provide a detailed outline of the contents of the manuscript. We strongly recommend that an outline be approved by the Department of Education before writing begins.

Language

2. Use the most correct (and accepted) diction, syntax, and conventions of writing (grammar, usage, spelling, capitalization, punctuation, syllabication, and paragraphing). Please note that the approved manuscript will be edited and prepared for publication by the Department's CDE Press. In editing copy, the Press's editors will primarily follow the guidelines set forth in *The Chicago Manual of Style* (Fifteenth edition), published by the University of Chicago Press. We recommend that you follow the guidelines in that manual or a similar manual in preparing the manuscript for submittal to the Department. Additional assistance may be obtained from the staff of CDE Press, phone (916) 445-7608, fax (916) 322-1754.

Illustrative Material

3. If illustrations are to be used, submit glossy prints, clear inked sketches, or clear penciled sketches. List each illustration by number and title, and indicate in the manuscript where each is to be placed. Provide captions for all photographs. Do not write on the photos. Call CDE Press for further advice on the quality of photographs to be submitted.
4. If tabular material is used, number each table and provide a title for each. Submit tables in separate files. Indicate in the manuscript where each table is to be placed. Tables and figures (photos, sketches, and the like) should follow the textual references to them.

References

5. Use only the latest editions of referenced textbooks, pamphlets, or other resource materials.
6. Submit a complete bibliography of all materials referenced in the manuscript, materials that you wish to identify as additional sources of information, those

that must be used in the conduct of any related assignments, and so forth. Include the author's complete name; source title; publisher's name; name of copyright holder, if different from the publisher; place of publication; appropriate page numbers; edition; and date of publication. (See the section titled "Bibliographical Form for Publications Cited in Manuscripts of the California Department of Education.")

Borrowed Materials

7. If copyrighted or borrowed materials (including illustrations) are to be used, submit the original written permission of the copyright holder with the manuscript (see page 11 for a sample letter of request for permission to reproduce material). Failure to obtain such permission could result in the elimination of the material in question from the final publication. Provide completely documented footnotes for all borrowed or copyrighted material, including author's complete name; source title; publisher's name; and so forth (see item 6). It is advisable that you submit a copy of the original source from which you borrow information; if this is not possible, submit photocopies of the borrowed material and of the title page, if applicable, from the source.

Copy Preparation

8. Print all material double space on 8¹/₂" by 11" paper of good quality, using only one side of the paper. Allow margins of at least 1" on all sides of the manuscript pages.
9. Number all manuscript pages sequentially.
10. If submitting on disk, label and submit the disk together with the *double-spaced* hard copy. Specify the type of software used.

See also the "Checklist for Authors of a Department of Education Manuscript" on page 64.

II. Style and Usage

Alphabetical Reference

The following entries address some specifics of language usage, spelling, and style followed by the staff of CDE Press in preparing manuscripts for publication. Please note the Department of Education policy is to use the *first* spelling of a word in the dictionary.

See also the section titled “Bestiary: A Compendium for the Careful and the Crotchety” for a lighthearted but helpful guide to terms frequently misused in writing.

A

a, an. Use *a* before a consonant sound. *Examples: a* historical event; *a* one-year term; *a* united stand. Use *an* before a vowel sound. *Examples: an* energy crisis; *an* honorable man; *an* 1890s celebration.

abbreviations. In general, if an abbreviation can be misunderstood, do not abbreviate. When using an abbreviation or acronym, write it in full the first time mentioned, followed by the abbreviation or acronym in parentheses so that subsequent use of the abbreviation will be easily understood. Always use standard abbreviations. See also *The Chicago Manual of Style* (Fifteenth edition), Chapter 15.

accept, except. *Accept* means to receive. *Except* means to exclude.

accommodate.

according to. Avoid this attribution. Instead, use *said* or *announced* or some other word.

acknowledgment. *Not* acknowledgement.

acronyms. See the intranet for a list of acronyms frequently used in the Department.

act. Capitalize for specific legislation (e.g., the Taft-Hartley Act) and in reference to a specific act already mentioned in full (the Act).

A.D. Abbreviation for *in the year of the Lord*. *Precedes* a given year (e.g., A.D. 104). See B.C.
Note: A.D. and B.C. are usually set in small caps.

addresses.

1. Use Ave., Blvd., and St. with a numbered address (e.g., 10 Downing St.). Do not abbreviate Room, Suite, and Way.
2. Use figures for an address number (e.g., 1 Heavenly Circle).
3. Spell out and capitalize First through Tenth as street names (e.g., 7 Fifth Ave.); use figures with two letters for 11th and above (e.g., 100 21st St.).
4. Abbreviate compass points that indicate directional ends of a street or quadrants of a city in a numbered address (e.g., 220 E. 42nd St.; 600 K St., NW). Do not abbreviate if the number is omitted (e.g., East 42nd Street; K Street Northwest). See also *The Chicago Manual of Style*, 14.21 and 14.22.
5. Miscellaneous address items: *Fort Bragg* and *Point Arena*, but *Mt. Diablo* and *St. Helena*.

admissible.

adverbs (ending in -ly). Do *not* use a hyphen to join an adverb ending in -ly with another adverb immediately following. *Example:* His previously unblemished reputation was ruined.

adviser. Not advisor.

advocate. As a verb, it means “to plead in favor of” and should *not* be followed by *for*. *Example:* The group advocates prison reform. Noun usage example: He is an *advocate* of prison reform.

aesthetic.

affect, effect.

1. As a verb, *affect* means to influence. *Example:* The intense heat will *affect* the ripening of the crop.
2. As a verb, *effect* means to cause. *Example:* The mediator’s efforts failed to *effect* a compromise.
3. As a noun, *effect* means result. *Example:* What *effect* will the loss have on the team’s morale?

African American. A black American of African descent. Interchangeable with *Black*. No hyphen used.

after. No hyphen used to form a noun. *Examples:* *aftereffect*, *afterthought*. Hyphenate compound modifiers: an *after-school* program.

afterward. Not *afterwards*.

agenda. A list. (Although a Latin plural, now an English singular.) It takes singular verbs and pronouns. *Example:* The agenda was approved by the school board. But see *data*.

ages. Always spell out ages (e.g., children aged five through fourteen). See also *grades*.

aging. Not *ageing*.

aid, aide. Aid means assistance. An aide is an assistant.

AIDS. The acronym stands for acquired immunodeficiency syndrome—a disease of the human immune system that is caused by infection with HIV.

all right. Not *alright*.

allot, allotted, allotting.

allude, refer. *Allude* means to speak (or write) of something without specifically mentioning it. *Refer* means to mention something directly.

American Indian. A preferred term to *Native American*.

among, between. Usually, *between* relates two items; *among*, more than two. *Examples:* The disagreement was *between* the partners. The spoils were divided *among* the warring tribes. But use *between* for three or more items that are related one pair at a time. *Example:* Discussions had commenced between the U.S. Secretary of Labor and the coal miners, the automobile workers, and the steel workers.

ampersand (the character “&” meaning “and”). Preferably spelled out as *and*. When “&” is used with other abbreviations, no space is left on either side: R&D (*Chicago*, 15.10).

a.m., p.m. Lowercase, with periods.

and/or. Should be avoided and is usually unnecessary. In situations where one or the other is inadequate, both may be used.

Incorrect: The law allows a \$25 fine and/or 30 days in jail.

Correct: The law allows a \$25 fine or 30 days in jail or both.

anticipate, expect. *Anticipate* means to foresee and deal with in advance; *expect* does *not* include the notion of preparation: They *expected* the visitors to arrive at noon. They *anticipated* the arrival by cooking an extra amount of food.

antibusing. One word.

antidrug. One word.

anti-intellectual. Hyphenated.

appendixes. *Not* appendices.

apt, liable, likely.

Apt means having an inherent tendency.

Liable means open to or exposed to something unpleasant or disadvantageous.

Likely means probable or expected.

Example: Teenagers are *apt* to speed on an open road. If they do, they are *liable* to be arrested. Then they are *likely* to be sorry.

arbitrate, mediate. *Not* interchangeable. One who arbitrates hears a case in controversy and presents a decision. One who mediates interposes between parties in order to reconcile them.

archaeology.

Asian American. Use when routinely describing U.S. citizens or residents of Asian descent. No hyphen used.

assembly. Capitalize as the proper name of a legislative body, with or without a state name: the California *Assembly*, the state *Assembly*. Uppercase also for plural uses: The California and New York *Assemblies*.

assist. Use of *help* is usually preferable. *Assist* means to give supplementary support or aid.

Examples: The teacher's aide assisted the classroom teacher during the reading lesson.

Counselors assist students in obtaining employment. See also "Correct Prepositions."

Associate in Arts degree.

assure. See the *ensure, insure, assure* entry.

at risk. Used with *of*, not *for*. *Example:* The child is at risk of developmental delay.

audiotape. One word.

average. The *average* refers to the result obtained by dividing a sum by the number of quantities added together. The average of 7, 9, 17 is 33 divided by 3, or 11.

The *mean* is a figure intermediate between two extremes. The mean temperature of the day with a high of 56 degrees and a low of 34 degrees is 45.

The *median* is the middle number of points in a series arranged in order of size. The median grade in the group of 50, 55, 85, 88, 92 is 85; the average is 74.

The *norm* implies a standard of average performance for a given group. *Example:* The child was above the norm for his age in reading ability.

average daily attendance. The correct abbreviation is *a.d.a.* (ADA is the abbreviation for Americans with Disabilities Act).

awhile, a while. He plans to stay *awhile*. He plans to stay for *a while*.

B

baccalaureate. A bachelor's degree.

bachelor's degree.

bad, badly. *Bad* may be used as an adjective or adverb: The connection was *bad*. The miner was hurt *bad*.

Badly is an adverb: They wanted *badly* to win.

based on. Use with care; the phrase must modify something.

baseline. One word.

B.C. To be used in references to a calendar year before the birth of Christ. B.C. always appears *after* the year (e.g., 214 B.C.). See also A.D. Set B.C. and A.D. in small caps.

before, prior to. Should use *before*. *Prior to* is considered pretentious.

benefit, benefited, benefiting.

beside, besides. *Beside* means at the side of. *Besides* means in addition to.

between. See *among*.

biannual, biennial. *Biannual* means twice a year and is synonymous with semiannual. *Biennial* means every two years.

billion. See *millions, billions*.

bimonthly. Means every other month. *Semimonthly* means twice a month.

birth date. Two words.

biweekly. Means every other week. *Semiweekly* means twice a week.

Black. Capitalize as a noun in reference to black Americans of African descent. May be used in all references to African American.

both . . . and. The rule here is that of correlative conjunctions. That is, what appears after the second member must be parallel grammatically with what appears after the first. The rule holds as well for other such pairs: not only . . . but also, either . . . or, neither . . . nor.

Incorrect: He was both loyal to his friends and forgave his enemies.

Correct: He was both loyal to his friends and forgiving to his enemies.

boy. May be used until eighteenth birthday. Then use *man* or *young man*.

brackets. Commonly used to interject editorial comment or information in quoted matter. Also used within parentheses to set off another parenthetical element (e.g., Section 1072[e]).

braille. Lowercase.

braillewriter. One word.

brainstorm. One word.

brain wave. Two words.

broadcast (v). Use same word for past tense, *not* broadcasted.

bus, buses. Vehicles. *Verbs:* bus, bused, busing. (Not to be confused with *buss* [to kiss].)

C

California Code of Regulations, Title 5. The abbreviation used in parentheses is (*5 CCR*). The title is italicized. Spell out on first reference.

California Education Code. The title is *Education Code* (italicized); the abbreviation is (*EC*).

The California State University. Correct title for this system.

can, may. Use *can* for ability or power to do something. Use *may* for permission to do it or possibility. *Examples:* He *can* be trusted to carry out the assignment. You *may* leave whenever you wish. She *may* be able to start work in the fall.

cannot. One word.

capitalization. See examples under the section titled “Capitalization.”

capitol. Capitalize references to the national and state buildings and their sites. *Note:* The word building should not be used in referring to the capitol; that is, do *not* refer to the Capitol Building.

caregiver, caregiving. One word.

carryover (n); **carry over** (v).

Celsius, but **centigrade.**

cement. Cement is a powder mixed with water and sand, or gravel, to make concrete. Thus concrete (*not* cement) sidewalks.

center around. Incorrect. The verb *center* means to be collected or gathered to a point. Therefore, use *center on*, *center in*, or *center at*. *Example:* The prosecutor *centered on* the defendant’s prior convictions.

chalkboard. One word. Do *not* use blackboard as a synonym.

chapters. Capitalize *chapter* with an Arabic numeral. *Example:* Chapter 5, Chapter 21. However, *chapters* 2 and 3 (plural) is lowercase.

checklist. One word.

check up (v), **checkup** (n).

Chicano (s.); **Chicanos** (pl.). Avoid the term when routinely describing U.S. citizens or residents of Mexican descent. *Mexican American* is preferred.

child care. Two words. Child care worker is three words.

citizen. A citizen is a person who has acquired full civil rights of a nation by birth or naturalization. *Subject* is used when the government is headed by a monarch or other sovereign. *National* refers to a person residing away from the country of which he (she) is a citizen or to a person protected by a specified country.

citywide. One word; no hyphen.

Civil Rights, U.S. Office for. *Not* U.S. Office of Civil Rights.

close-up (n, adj); **close up** (v).

co-. As a prefix to form a compound noun, it does not need a hyphen after it; *for example*, coprincipal (*but* co-op).

collective nouns. Nouns that denote a unit take singular verbs and pronouns: class, committee, crowd, family, group, herd, jury, orchestra, team.

Some words may be used to denote individual items or units. *Examples:*

A thousand bushels were created. (individual items)

A thousand bushels is a good yield. (unit)

column numbers. Lowercase and use figures: column 12.

combat, combated, combating.

commit, committed, committing, commitment.

common sense. Two words when used as a *noun*.

commonsense. One word when used as an *adjective* (e.g., commonsense rules).

compare to, compare with. Use *compare to* to liken two things or to put them in the same category.

Use *compare with* to consider their similarities and differences. *Compare with* is used much more often than *compare to*.

Examples: She compared my stories to Vonnegut's (said they were like his). She compared my stories with Vonnegut's (pointed out like and unlike traits).

compatible.

complement, compliment. A complement completes or supplements; a compliment expresses praise or respect. *Examples:* The ship has a *complement* of 200 sailors. The flowers were sent with our *compliments*.

comprise. *Comprise* means to contain. Therefore, the expression *comprised of* is always wrong. The whole comprises the parts and not vice versa. *Correct:* The Bechtel Group is a holding company *comprising* three main branches.

concrete. See *cement*.

consensus. Not *concensus*. Means collective opinion, so do not write *general consensus of opinion*.

continual, continuous. *Continual* means recurring at frequent intervals. *Continuous* means going on without interruption. *Examples:* Snow fell *continually* during our month's vacation at Lake Tahoe last winter. Filene's Department Store has been located at Sixth and Polk *continuously* since its establishment in 1871.

convict (v). Used with *of*, not *for*. *Example:* He was convicted of murder.

coordinator-in-charge. Hyphenate.

copyright, notice of. Copyright law says that the notice should contain these three elements:

1. The symbol © or the word Copyright or the abbreviation Copr.
2. The year of first publication of the work
3. The name of the owner of the copyright

Example: © 2000 by the California Department of Education

cost-effective (adj), cost-effectiveness (n). Hyphenate.

county office of education. Formerly office of the county superintendent of schools.

course work. Two words.

credentialed. Preferred spelling. *Credentialing* is also preferred.

crisis (s); crises (pl).

criterion (s); criteria (pl).

cross section. Two words.

cupful (s); cupfuls (pl).

current, currently. All right to use when contrasting the present with the past. But the use is often unnecessary, as in the following:

The government *currently* owns 740 million acres or 32.7 percent of the land in the U.S.

curricula. Not curriculums.

cut back (v); **cutback** (n, adj).

cut off (v); **cutoff** (n, adj).

D

dangling modifiers. Modifiers that do not refer clearly and logically to some word in a sentence.

Dangling: To become a successful speaker, the audience must always be kept in mind.

Correct: To become a successful speaker, one must always keep the audience in mind.

data. Takes plural verbs and pronouns.

day-care center. Adjective always hyphenated.

deaf and dumb. Use *deaf* or *hard of hearing*.

decision maker; decision making. Two words.

Department. Capitalize in all references to the Department of Education. (Department-wide)

different from, different than. *Different from* is the usual form in most sentences. But when *different* introduces a clause, *than* is often correctly used. *Examples:* My car is different *from* his. How different things appear in Washington *than* in Sacramento.

dimensions. Use figures and spell out inches, feet, yards, etc., for depth, height, length, and width.

Hyphenate adjective forms preceding nouns.

The car is 17 feet long, 6 feet wide, and 5 feet high.

The 5-foot-6-inch man.

directions. Always *lowercase* compass points (north, northeast, south, southern, etc.) that indicate direction. *Examples:* He drove north. He lives in southern California. But *capitalize* compass points that designate regions or are part of a proper name: The South will rise again. North Africa. Southeast Asia. Upper Michigan. (*Chicago*, 8.50)

disinterested, uninterested. *Disinterested* means unbiased or impartial. *Uninterested* means bored or indifferent.

doctorate (e.g., in psychology). But doctoral degree.

dollars. Normally, use figures and \$ sign. The book cost \$4.

For specified amounts a singular verb is used: He said that \$500,000 is what they need.

For amounts of more than \$1 million, use \$ and figures up to two decimal places: He is worth \$4.35 million.

For amount less than \$1 million: \$4, \$6.35, \$25, \$500, \$1,000, \$650,000.

download. One word.

Dr. Should *not* be used when name of person holding doctorate is first mentioned. Should be used thereafter with last name of the person. Use only for persons holding earned doctorates.

due (adj). *Example:* The decline in the stock market was due to high interest rates.

due to. Do not use *due to* in the sense of *because of*.

Incorrect: They were beaten *due to* the enemy's superior weapons.

Correct: They were beaten *because of* the enemy's superior weapons.

dummy. A preliminary drawing or layout showing the position of illustrations and text as they appear in the final reproduction. A set of blank pages made up in advance to show the size, shape, form, and general style of a piece of printing.

E

each. Takes singular verb.

earth, sun, moon. Ordinarily lowercased but often capitalized when used with the names of other bodies in the solar system. Thus:

The planets Venus and Earth, respectively second and third in order outward from the Sun, resemble each other closely.

ecology. The study of the relationship between organisms and their surroundings. *Not* synonymous with *environment*.

Correct: The laboratory is studying the ecology of man and the desert.

Incorrect: Even so simple an undertaking as maintaining a lawn affects ecology. (Use *environment* instead.)

editor-in-chief. Hyphenated.

Education Code. The title is italicized; *for example*, *Education Code* Section 49065; when plural, "sections" is lowercased. The abbreviation is (*EC* 234).

e.g. Abbreviation of the Latin *exempli gratia*. Means "for example." Do not confuse with *id est* (i.e.). Both abbreviations should be kept out of the running text; confine to parenthetical references and tabular matter.

ellipsis (. . .). Examples of correct use: Every man is a . . . part of the main. (Note spaces before and after ellipsis.) The arguments were . . . aimless. . . . The conservative party . . . (Note period after *aimless* to denote the end of a sentence.)

e-mail. Lowercase and hyphenate.

e-mail address. Italicize e-mail addresses in print publications.

ensure, insure, assure. Use *ensure* to mean guarantee; use *insure* for insurance; and use *assure* to mean "to set the mind at rest." *Examples:* Do you *ensure* the accuracy of the data? The policy *insures* his life. The mutual fund manager *assured* her clients that their assets were safe.

et cetera (etc.). Do not use. Instead, use *and so on* or *and so forth*. Do not use *and so on*, *and the like*, and similar expressions after *for example*, *such as*, and similar expressions.

every day, everyday. *Every day* means each day; *everyday* means ordinary: He goes to work every day in his everyday shoes.

ex-. No hyphen unless *former* is meant: *expropriate*, but *ex-president*.

ex officio.

exclamation point (!). Use only in very exceptional cases.

expect. See *anticipate*.

expel, expelled, expelling.

explicit, implicit. *Explicit* implies that there is no room for ambiguity or difficulty in interpretation. *Implicit* suggests that something can be inferred through a hint or as a necessary cause or effect or suggests something commonly associated in experience.

extra-. Hyphenate with a capitalized word or for avoidance of a double *a*: extra-Britannic, extra-alimentary.

F

fact. All facts are true. A false fact is impossible; actual fact, real fact, and true fact are redundant.

farther, further. *Farther* refers to distance; *further* refers to time or degree: He walked *farther* into the woods. She will look *further* into the mystery.

feasible. Does *not* mean probable or plausible. Means “capable of being done.” Fowler says that its principal value is as a substitute for *possible* where the use of *possible* might lead to ambiguity.

federal. Lowercase unless part of a proper name.

fewer, less. In general, use *fewer* for individual items and *less* for amount or bulk:

No *fewer* than 500 applicants were interviewed. (individuals)

I had *less* than \$50 in my wallet. (amount)

field test (n); **field-test** (v).

fieldwork (n). One word.

Filipinos. The people of the Philippines. The term *Pilipino* (also known as *Tagalog*) refers to the national language of the Republic of the Philippines.

firefighter. One word.

firsthand. One word.

fiscal, monetary. *Fiscal* applies to a budget; *monetary* applies to currency.

fiscal year. A 12-month period used for bookkeeping purposes. The state fiscal year runs from July 1 to June 30, but the federal fiscal year runs from October 1 to September 30.

flagpole. One word.

flammable. Used to describe an object that will burn quickly. See **inflammable**.

flowchart. One word.

foldout. A folded insert (as a map) in a publication (as a book)—larger in some dimension than the page.

following. Often used carelessly. *After* is usually the appropriate word. *Incorrect*: The plumber was arrested in Virginia on a fugitive warrant *following* (use *after*) a 39-count indictment.

follow up (v). Two words. **follow-up** (n, adj).

forthcoming. Refers to a book that has been accepted for publication but has not yet been published. See also *in press*.

free. Do not use *for* with *free*, which is an adjective or adverb and cannot be the object of a preposition. Free means *for nothing*. Use *at no cost* or *without charge*.

full time, full-time. He works full time. She has a full-time job.

fund-raising, fund-raiser. Hyphenated.

further. *Further* refers to time or degree; *farther* refers to distance.

future. Often used unnecessarily. *Incorrect:* He refused to say what his future plans were. *Future* adds nothing and should be deleted.

G

game board. Two words.

gift. Do not use *free* with *gift*; it is redundant.

GNP. Use in headline or on second reference to gross national product.

gold rush. Lowercased on general reference, *but* Gold Rush of 1848.

good-bye. Hyphenated.

good will (n); good-will (adj). Good-will effort.

Governor. (of California)

grades. Always spell out grades (e.g., children in grades nine through twelve).

Greater. Capitalize when denoting a city and its immediate environs. *Example:* Greater Los Angeles.

Growing Up. In a title capitalize *Up*.

H

half (n). Compound nouns with *half* are closed, hyphenated, or open. *Examples:* halftone, half-moon, half sister. See dictionary if in doubt.

handhold (n). One word. *But* **hand-holding (n).** Hyphenated.

hand in hand (adv.). Not hyphenated.

handrail. One word.

hearing impaired. Use *deaf* or *hard of hearing*.

her. See *his, her* entry.

his, her. When referring to a word that may be male or female, use both *his* and *her* or recast the sentence.

Incorrect: A reporter attempts to protect his sources.

Correct: A reporter attempts to protect his or her sources.

Correct: Reporters attempt to protect their sources.

home page. Two words.

honorary degrees. Do not use Dr. for one without an earned doctorate.

hopefully. Common misuse of this word is illustrated in this sentence: “Hopefully, two-thirds of the cost would be covered by federal grants.” As used in that sentence, *hopefully* does *not* mean “in a

hopeful manner.” The intended meaning is “it is hoped that” or “if hopes are realized,” and those phrases should be used.

hyphens. Hyphens are joiners. Use them to join words to express a single idea or to avoid ambiguity. See also the section titled “Guide for Compounding and Hyphenation.”

I

i.e. Abbreviation of the Latin *id est*. Means “that is.” Do not confuse with *e.g.* (for example). Both abbreviations should be kept out of the running text; confine to parenthetical references and tabular matter.

if/whether. *Whether* is the normal word used to introduce a noun clause: “They asked whether we would attend the dinner.” Although *if* is commonly used in this role, it should *not* be used when confusion or ambiguity might occur.

impact. Use *affect* or *have an impact on*. As a verb *impact* means “to press together” or “to strike forcefully.”

implicit. See *explicit*.

imply, infer. *Imply* means to suggest or hint. *Infer* means to reach a conclusion by reasoning from facts or premises.

Did her manner *imply* that she was serious?

What do you *infer* from that last statement?

in, into, in to.

In normally indicates a fixed position: He was *in* the house.

Into indicates movement toward a fixed position: He went *into* the house.

In to (two words) is correct when *in* is an adverb: He turned himself *in to* the police.

include. Usually suggests that the component items are *not* being mentioned in their entirety. If all are being mentioned, it would be better *not* to use *include*.

Example: The four players drafted *were* (not *included*) Boggs, Castle, Jones, and Smith.

inconsistent. Takes preposition *with*.

incorporate. Takes preposition *with* or *into*.

indexes/indices. Equal variants. *Indexes* is preferred style.

indispensable. Not *-ible*.

individual. Acceptable in contrasting one person with an organization or body of people (How can one *individual* hope to rectify the evils of society?). Should *not* be used as synonym for *person* (Do you see that *individual* standing over there?).

infant. Applicable to children through twelve months of age.

flammable. Better to use *flammable* instead to describe an object that will burn. In describing an object that won’t burn, use *incombustible*.

infra-. Hyphenate to avoid a double a: *infra-angelic*. Otherwise, consult the dictionary, hyphenating words not listed there.

initials. Use spaces to separate initials used with a surname, such as T. S. Eliot.

inoculate. Spell with one *n*.

in press. Refers to a journal article that has been accepted for publication but has not yet been published.

in-service. Normally to be used only as an adjective (e.g., *in-service* training).

institutions of higher education. Not institutes of higher education.

insure. See the *ensure, insure, assure* entry.

inter-. Usually closed; *for example*, interactive. Hyphenate with a capitalized word: inter-American. Otherwise, consult the dictionary, hyphenating words not listed there.

Internet. Capitalize.

intra-. Usually closed; *for example*, intramural. Hyphenate with a capitalized word or with a double
a. Example: intra-atomic. Otherwise, consult the dictionary, hyphenating words not listed there.

IQ. Abbreviation for intelligence quotient.

it. Used to refer to countries and ships (*not* she or her).

it's, its. *It's* is a contraction for *it is* or *it has*: *It's* up to you. *Its* is possessive: The Department renewed *its* commitment.

J

job site. Two words.

judgment. *Not* judgement.

junior, senior. Spell out for a class or its members. *Example:* She is a high school senior; he is a college junior. Use *Jr.* and *Sr.* to designate a son or father only when using a full name. Set off with a comma: John Fortescue, Jr. But in a school name, Jr. is not set off with a comma; *for example*, Martin Luther King Jr. Elementary School.

K

key (adj). The use of *important* or *main* is preferable; *for example*, main points. *Exception:* Key speaker.

kilo-. A prefix meaning 1,000. Usually, the compound word is closed; *for example*, kilometer, kilogram.

kilogram-meter. Hyphenated.

kilowatt-hour. Hyphenated.

L

last, latest, past. Use *last* when you mean final. Use *latest* when you mean the most recent. Use *past* when you refer to a period of time before the present.

laws. Capitalize legislative acts but not bills: the Taft-Hartley Act, the Rodda bill.

lay, lie. *Lay* is a transitive verb meaning to put or place something. Always takes an object. Principal parts: *lay, laid, laid*. *Lie* is an intransitive verb meaning to recline. Does *not* take an object. Principal parts: *lie, lay, lain*.

Correct: I lay the paper by his plate every morning.

Correct: I lay down yesterday after dinner.

legal cases. The names of legal cases (plaintiff and defendant) are usually italicized.

legal citations. See the *Correspondence Guide* on the intranet for the style used in legal correspondence.

less. See *fewer, less*.

liable. See *apt, liable, likely*.

liaison. *Not* liason.

lie. See *lay, lie*.

lifelong. One word.

life-size or life-sized (adj). *Example:* a life-size (or life-sized) statue.

life span. Two words.

lifestyle. One word.

-like. No hyphen except to avoid a triple l: lifelike, shell-like.

likely. See *apt, liable, likely*.

linage, lineage. Linage is the number of lines. Lineage is ancestry or descent.

local. Avoid such expressions as local community, local school district, and local school board. The use of *local* in those expressions is unnecessary. *Exception:* local educational agency (LEA).

M

magazine names. Capitalize and italicize without quotation marks. Lowercase the word *magazine* unless it is part of the publication's formal title: *Harper's Magazine*, *Newsweek* magazine.

majority, plurality. *Majority* means more than half. *Plurality* means more than the next highest number.

makeup (n), **make up** (vt).

man, mankind. Avoid using. Instead, use such words as *people, humankind, humanity*.

markdown (n); **mark down** (vt).

markup (n); **mark up** (vt).

master's degree.

may, can. See *can*.

may, might. Use *may* in the present tense; *might* in the past tense. *May* poses a possibility; *might* adds a greater degree of uncertainty.

mean. See *average*.

media. Usually plural: Radio and television are the electronic media. Singular when collective: The news media is resisting attempts to limit its freedom.

median. See *average*.

mediate. See *arbitrate*.

Mexican American. Use the term when routinely describing U.S. citizens or residents of Mexican descent.

mid-. Hyphenate with a capitalized word or a figure: mid-Atlantic, mid-60s. Otherwise, consult the dictionary, hyphenating words not listed there.

mid-range. Hyphenate.

millions, billions. Use figures with *million* or *billion*: California has 21 million inhabitants. The programs have cost \$2 billion nationwide.

Do *not* go beyond two decimals: \$7.55 million. Decimals are preferred to fractions (not 1½ million). Do *not* mix millions and billions in the same figure: 2.6 billion (not 2 billion 600 million).

Do *not* drop the word *million* or *billion* in the first figure of a range: The plan will cost from \$1 million to \$4 million (not \$1 to \$4 million).

Do *not* use a hyphen to join figures with million or billion: The board approved a \$2.5 million budget (*not* \$2.5-million budget).

mini-. Hyphenate with a capitalized word or in avoidance of a double *i*: a mini-United Nations, a mini-industry. Otherwise, consult the dictionary; hyphenate words not listed there.

(miniscule). Misspelling of the word *minuscule*.

minuscule. *Not* miniscule.

Moon. See *Earth*.

multi. Do not hyphenate.

N

native. Refers to the fact that an individual was born in a given location.

non-. Do not hyphenate compounds formed with this prefix.

none. Singular or plural. None are so blind as those who will not see. None is so blind as he who will not see.

noon. Do *not* put a 12 in front of noon.

norm. See *average*.

notetaker, notetaking. Each is spelled as one word.

number. Singular or plural.

The number of graduates this year is small. A large number of signatures are assured.

(*The* takes a singular verb; *A* takes a plural verb.)

numbers (style). Spell out whole numbers from one through ten. Use figures for all other numbers (except at the beginning of a sentence). See also section titled “Numbers.”

O

occur, occurred, occurring, occurrence.

officeholder. One word.

ongoing.

online. One word, lowercase.

on-site. Hyphenate.

oral, verbal. Use *oral* to refer to spoken words and *written* to refer to words put on paper. *Verbal* refers to all words written or spoken.

over. Use *more than*, not *over*, when referring to numbers and amounts (e.g., more than 500 persons).

P

paperwork. One word.

part time (adv), **part-time** (adj). He works part time. He is a part-time worker.

people. In general, use for larger groups. **Persons** is used for exact or small numbers; *for example*, nine persons. If *persons* sounds affected, use a specific noun, such as researchers, teachers, or visitors.

percent. Spell out. But percentages should be written as numerals; *for example*, 2 percent.

permissible. *Not* permissable.

pica. A measure in printing. There are 12 points to the pica and about six picas to the inch.

picture book (n); **picture-book** (adj).

Pilipino. The Tagalog-based official language of the Republic of the Philippines. *Not* Filipino, the name of a citizen of the Republic of the Philippines.

PL. Abbreviation for public law (e.g., PL 93-201). Note that no periods are used and that the letters are closed up.

playtime. One word.

p.m., a.m. Lowercase, with periods.

policymaker; policymaking (n); **policymaking** (v). One word.

postal card. A card officially stamped and issued by the government for use in the mail. See also *postcard*.

postcard. A card on which a message may be written for mailing without an envelope and to which the sender must affix a stamp. See also *postal card*.

post-test. Always hyphenated. See also *pretest*.

prepositions. See list in the section titled “Correct Prepositions.”

president-elect. Hyphenated

presently. Usually superfluous. Not to be considered equivalent with *now*. Bernstein says that “*presently* is better reserved for *before long*, *forthwith*, or *soon*.”

pretest. One word. See also *post-test*.

principal, principle. Principal means main or chief: He is the school principal. Money is the principal problem. A principle is a rule: They fought for the principle of self-determination.

prior to. See *before*.

privilege. Not *priviledge*.

problem solving. Two words.

pupil. Use when referring to persons enrolled in kindergarten through grade six. See also *student*.

R

recordkeeping. One word.

reevaluation. One word.

regarding. Use *about* or *on* instead.

role-play (v); role player (n), role playing (n)

S

school-age. Hyphenated when used as a modifier. *Example:* school-age care.

school bus. Two words.

schoolchildren. One word.

school day. Two words.

schoolhouse. One word.

school teacher. Two words.

schooltime. One word.

school year. Two words.

schoolwork. One word.

self-. When the prefix self- is used and the resulting word is listed in the dictionary, the word that follows self- is always lowercased, whether in a title or not (e.g., *self-image*).

sic. Italicized. Means *so, thus, in this manner*; may be inserted in brackets [*sic*] following a word misspelled or wrongfully used in the original.

sign off. Verb is two words, but *sign-off* for noun.

sing-along.

slash (/). Also *virgule* or *slant*. Avoid using this punctuation mark to mean *and* or *or*. *For example*, instead of “school/community program,” use “school and community program.” Or the use of a hyphen may be preferable. *For example*, instead of “parent/child interactions,” use “parent-child interactions.” In some cases use of the slash may be necessary (e.g., HIV/STD guidelines).

Social Security. Capitalize references to the U.S. system. Otherwise, lowercase.

socioeconomic. One word.

social–emotional (adj). Use en (–) dash.

spreadsheet. One word.

staff. Singular or plural. To avoid confusion, use *staff members* with a plural verb.

standards-based. Hyphenated when used as a modifier.

state. Lower case when used alone.

State Superintendent of Public Instruction.

states’ rights.

statewide.

student. Use when referring to persons enrolled in grade seven and above and when referring to persons in a wide range of grades regardless of level. *For example, students* in kindergarten through grade twelve. See *pupil*.

sun. See *earth*.

T

tabletop. One word.

teamwork. One word.

teaspoon, teaspoonful, teaspoonfuls.

teenager. One word.

thank-you (n). Hyphenate. *Example:* A special thank-you . . .

that, which. *That* commonly introduces clauses that cannot be omitted without a change in the meaning of a sentence. Do *not* set off with commas. *Which* commonly introduces clauses that can be omitted without a change in the meaning of a sentence. Set off with commas.

Restrictive: The book *that I left on the bus* was soon returned to me by a kind stranger.

Nonrestrictive: The book, *which I now only read at my leisure*, was returned to me by a kind stranger.

time line. Two words. Used for a table listing important events for successive years in a particular historical period.

timeline. One word. Used for a schedule of events and procedures.

time-out. Hyphenated.

timesaving. One word.

toward. Not *towards* (Brit.)

trademark products. Avoid. Find acceptable substitutes, such as *plastic building blocks* for Legos or *self-stick notes* for Post-it notes.

U

unanimous. Term means the agreement and consent of all; hence, do not use *completely* with unanimous. (*Incorrect:* Completely unanimous.)

underway (adj); **under way** (adv).

up close (adv or adj). Two words. At close range.

update (v or n). One word.

upon. Avoid this word. Use *on* instead.

up-to-date (adj). Hyphenated.

URL (*uniform resource locator*). Address of a (Web) resource on the Internet.

U.S. Department of Education. No space between the initials. The abbreviation is “ED.”

use/utilize. *Utilize* can be thought of as a needless word. Follett: “If *utilize* and *utilization* were to disappear tomorrow, no able writer of the language would be the poorer.”

V

verbal. See *oral, verbal*.

via. Use *through*.

vice president. Two words.

vice principal. Two words.

vice regent. Two words.

W

Washington, DC 10016. *Not* Washington, D.C. 10016 (but *D.C.* if not used with a zip code).

Web address. Use roman type and underline for all documents. *Example:* See the Web site <http://www.cde.ca.gov>. Always include the “http://” as part of the full address. May break the address at the end of a line after a slash or a period. *Never* break addresses at hyphens, and never introduce hyphens into addresses to mark line breaks. Adding or deleting a hyphen makes a new address. Do not use a slash at the end of the URL.

Webcast. One word. Refers to the transmission of sound and images on the Web.

Web site. Two words. Capitalize *Web* (refers to the World Wide Web). Lowercase *site*. Set off the title of a particular Web page with quotation marks. *Example:* Visit the Web page “Stockton Certified Farmers’ Market Association,” <http://www.stocktonfarmersmarket.org>, for market locations and times.

well-being. Hyphenated.

whether. See *if, whether*.

which, that. See *that, which*.

-wide. No hyphen: citywide, countywide, statewide. *But* government-wide. Hyphenate “after most words of three or more syllables” (*Chicago Manual of Style*, p. 306).

widow. A single, usually short, line (ending a paragraph) separated from its related text and appearing at the top of a printed page or column. *To be avoided.*

(wierd). The correct spelling is weird.

word of mouth (n); **word-of-mouth** (adj).

workbook. One word.

workday. One word.

workforce. One word.

work group. Two words.

workload. One word.

work order. Two words.

workplace. One word.

work plan. Two words.

work sheet. Two words.

workshop. One word.

work site. Two words.

World Wide Web. Capitalize. Also referred to as the *Web*, which is always capitalized.

X Y Z

year-round (adj, adv). Hyphenated. *Example:* She is enrolled in a year-round school.

youth. Plural form is *youths*. Includes young persons aged thirteen through seventeen. After eighteen, use *man* or *woman*.

Capitalization

Assembly (California)
Associate in Arts degree
bachelor's degree
census (but capitalized if the official title of the census is used; e.g., *1970 U.S. Census of Population*)
Congress (U.S.)
county (capitalized if preceded by the name of a particular county; e.g., Sacramento County;
Alameda and Butte counties)
credential titles: not capitalized (e.g., administrative services credential)
Curriculum Commission
Department (Department of Education)
Doctor of Philosophy degree (but *doctorate*)
Education Building
Education Code Section or sections
the Empire State and Chrysler buildings
federal
Fifth Avenue
Governor (of California; all others lowercase)
grade six
juvenile court
key of F major or minor
kindergarten
Legislature
Master of Arts degree (but master's degree)
northern California
the Oval Office; the President's office
President (U.S.)
Senate (California, U.S.)
southern California
state, *but* State of California
State Library
titles following names if titles are official (e.g., Jack O'Connell, State Superintendent of Public
Instruction)
twentieth century
Twenty-third Street
United States Supreme Court; the Supreme Court; the Court
Workers' Compensation law

Capitalization in Lists

Capitalize the first letter of the first word in a vertical list.

Capitalization in Titles of Chapters, Subheads, and the Like

General rule: Capitalize the first letter of the first and last words and each major word in a head (nouns, pronouns, adjectives, verbs, adverbs). Capitalize both parts of a hyphenated word. *Example: Well-Known Composer Dies.* However, if the hyphenated word is considered one word or is a compound numeral, the second part is *not* capitalized. *Example: Anti-inflation Measures; Report of the Ninety-fifth Street Housing Committee.* If a hyphenated word is in the dictionary, the second part is not capitalized in a title. Articles, conjunctions, and prepositions of four letters and under are *not* capitalized. Examples of capitalized and noncapitalized words are the following:

Among	Like	Then
and	No	This
as	nor	to
Be (and all its forms)	Not	Through
but	or	When
If	Than	with
It	That	Yes
Is		

Numbers

In general, spell out numbers ten and under.

Do *not* start a sentence with a number.

Spell out grades and ages. (Danny is eleven years old and will soon be in the sixth grade.)

Use this style for identifying more than one page: pp. 61–62; pp. 100–101; pp. 103–104; pp. 214–17.

Use all numerals when a series of numbers in the same category is involved.

In writing that involves dimensions, statistical data, percents, and so on, use figures throughout (e.g., the room was 9 feet long and 7 feet wide).

Use words, not figures, for all ordinals. (The second edition will be published in the twenty-first century.)

In street addresses, spell out and capitalize First through Tenth as street names (e.g., 7 Fifth Ave.); use numerals with two letters for 11th and above (e.g., 100 21st St.).

Use a comma with four figures or more (e.g., 1,000). But note differences in metric system.

Do *not* use the apostrophe to show the plural of numbers (e.g., 1960s).

Hours

Spell out ten and under.

Money

Do *not* use ciphers (00) with whole sums of money (\$8 or \$80); use with fractional sums (\$8.50 or \$80.03). Write \$8 billion, but eight billion bushels.

Time

Spell out time in ordinary reading matter. Statistically, use these forms: 4 p.m., 5:30 a.m.

Correct Prepositions

abhorrence—of
abhorrent—to
ability—at (doing); with (something)
abound—in or with
absolve—from or (sometimes) of
abstain—from
abstract (v)—from
abut—against (a wall); on (a line)
accede—to
accommodate—to or with
accompanied—with (things); by (persons)
accord, accordance—with
accountable—to (persons); for (acts)
accrue—to
accuse—of
acquaint—with
acquiesce—in
acquit—of
adapted—to (a use); for (a purpose); or from
addicted—to
adherence—to
adjacent—to
adjusted—to
admit—of (a solution); to
advantage—of or over
adverse—to
averse—to; from (rarely)
affiliate (v)—with or to
agree—with (persons); to (suggestions); in
(thinking); on (a course of action)
alien—from or to
align—with
ally (v)—to or with
aloof—from
alternate—with
amalgam—of
amalgamate—into or with
amenable—to
amused—at, by, or with
analogous—to
angry—with or at
annoyed
 be annoyed—by
 feel annoyed—at or with
antecedent—to

anterior—to
antipathy—to, toward, or against
apart—from
apathy—toward
append—to
apportion—to, among, or between
appreciation—for; of
apprehensive—of (danger); for (persons)
approve—of
approximate—to
apropos—of (or no preposition)
arrive—at or in
assent—to
assimilate—to or (infrequently) with
assist—at (be present); in or with (help)
associate—with
assure—of
attempt (n)—at
attended—with (things); by (persons)
augmented—by or with

based—on or in
basis—of or for
blend—with
boast—of or about
border—on
borne—by or on
break—with or from

calculate—on
capable—of
careful, careless—with (object); of (value);
 about (small things)
caution—against
center—on, in, or at (not around)
characteristic—of
charge—with
chastened—by or with
chide—for
clear—of
coalesce—with
coincide—with
commiserate—with
commune—with
compatible—with

compete—for or with
 complacent—toward
 comply—with
 concur—with (persons); in (a measure); to (an effect)
 conducive—to
 confide—in
 confident—of
 conform, conformity—to or with
 congenial—to
 consent—to
 consequent—to or on
 consistent—with
 consonant—with
 contemptuous—of
 contend—with or against (enemies); about (issues)
 contrast—to (opposite); with (different)
 convict—of
 cured—of

debar—from
 defect (n)—in (artifact); of (a person)
 defend—from or against
 deficient—in
 defile (v)—by or with
 demanding—of
 deprive—of
 derive—from
 derogate—from
 derogatory—to, from, or (rarely) of
 desirous—of
 desist—from
 despair—of
 despoil—of
 destined—to or for
 destitute—of
 destructive—of; to (injurious)
 detract—from
 deviate—from
 devolve—from or on
 differentiate—from, between, or among
 difficulty—in (plus *gerund*)
 disappointed—in, with, by, or of
 disapprove—of
 discourage—from
 disengaged—from
 dispense—with or from

dispossess—of or from
 disqualify—from or for
 dissatisfied—with
 dissent—from
 dissimilar—to
 dissociate—from
 distaste—for
 distill—from or out of
 distinguish—between, from, or (rarely) into
 distrustful—of
 divest—of
 divide—between or among
 divorce—from
 drench—with
 dwell—in, at, or on

eager—for, after, or in
 embark—in or on
 embellished—with
 emerge—from
 emigrate—from
 encroach—on
 end—with or in
 endowed—with
 enter—on or into
 equal—to
 equivalent (adj)—to or (sometimes) with
 equivalent (n)—of
 essential (adj)—to
 essential (n)—of
 estimated—at
 exception—to, from, or against
 exclude—from
 exclusive—of
 excused—from or for
 exonerate—from or of
 expel—from
 experienced—in or at
 expert—in, at, or with
 expressive—of
 extract—from
 exude—from

faced—with
 fascinated—by (person); with (thing)
 fascination—for
 favorable—for, to, or toward
 fear (n)—of

fond—of
fondness—for
forbid—to (infinitive)
foreign—to
founded—on or in
freedom—from or of
friend—of or to
friendly—to or toward
frightened—at or by
frown—at or on
frugal—of
fruitful—in or of
fugitive—from
full—of

grateful—to (persons); for (benefits)
grieve—at, for, or after
guard—against or from

healed—of (disease); by (agency)
heart (to take)—from or at
hinder—from
hindrance—to
hint—at
honor—with, by, or for
hope—for or of

identical—with or to
identify—with
immigrate—to or into
impatient—at, of, with, or for
impeach—for or of
impenetrable—to or by
impervious—to
implicit—in
impose—on
impress—on, with, into, or upon
impressed—by or with
improve—on
inaccessible—to
incentive—to or for
incidental—to or on
incongruous—with
inconsistent—with
incorporate—with or into
inculcate—on or in
independent—of

indulge—in or with
indulgent—to or of
inferior—to
infested—with
infiltrate—into
infiltration—of
influence (n)—over, on, or with
infuse—with
inimical—toward
innate—in
inquire—for, about, after, or into
inroad—into
insensible—to, from, or of
inseparable—from
insight—into
inspire—by or with
instill—into
instruct—in
intent—on
intention—to or of
intercede—with or for
interpose—in or between
intervene—in (dispute); between (disputants)
introduce—to or into
intrude—on or into
inundate—with
invest—with or in
involve—in
isolate—from

jealous—of
jeer—at
justified—in

lacking—in
lag—behind
lament—for or over
laugh—at or over
lean—on, upon, or against
liken—to

made—from, out of
marred—by
martyr (n)—to
martyr (v)—for
mastery—of (a subject); over (persons)
meddle—in or with

mediate—between or among
militate—against
minister—to
mistrustful—of
mix—with or into
monopoly—of
motive—for

necessary—to or for
necessity—of or for
neglectful—of
negligent—of or in

obedient—to
object (v)—to or against
observant—of
obtrude—on
occasion—of or for
occupied—by or with
offensive—to
opportunity—of or for
opposition—to
originate—in or with
overwhelm—by or with

parallel—to or with
part—from or with
partial—to
partiality—to, toward, or for
participate—in
patient—in, with, or of
peculiar—to
permeate—into or through
permeated—by
persevere—in
persuade—to
persuaded—by or of
pertinent—to
pervert—from
piqued—at or by
pleased—at, by, or with
plunged—in (despair); into (water)
possessed—of, by, or with
possibility—of
precedence—of
precedent (adj)—to
precedent (n)—for or of

precluded—from
predestined—to or for
preface (n)—of or to
preference—to, over, before, or above
prejudicial—to
preoccupied (adj)—by
prerequisite (adj)—to
prerequisite (n)—of
present (v)—to or with
preside—over or at
prevail—on, with, against, or over
productive—of
proficient—in or at
profit—by or from
prohibit—from
pronounce—on (thing); against (person)
propitious—to or for
protest—against
provide—with, for, or against
punish—by, with, or for
punishable—by
purge—of or from
pursuant—to
pursuit—of

qualify—for or as
question (n)—on, about, concerning, or of

reason—for
rebellious—against, to, or toward
receptive—to or of
reconcile—to or with
regardless—of
repent—of
replete—with
repugnance—to, against, or for
resemblance—to, between, or among
resentment—against, at, or for
respect—in respect takes of or to; with respect
takes to. By itself the noun respect takes for.
restrain—from
revel—in
rich—in
rid—of
(at) risk—of
rob—of

satiate—with
scared—at or by
(in) search—of
sensible—of or to
sensitive—to or of
similar—to
slave—to or of
solicitous—of, for, or about
solution—of or to
sought—after or for
sparing—of
strive—for, with, or against
subject—to or of
suffer—with or from
suitable—to, for, or with
surprised—at or by
suspected—of
sympathetic—with, to, or toward
sympathy—with, between, for, or toward

tax—with or for
temporize—with
tendency—to or toward
theorize—about
thoughtful—of
thrill—to, at, or with
thronged—with
tinker—with
tired—of, from, or with
tolerance—for, of, or toward

tormented—by or with
transmute—to or into
treat—of (a subject); with (an enemy)
true—to (form); with (a line or edge)
trust—to or in

unfavorable—for, to, or toward
unpalatable—to
useful—in, for, or to

vary—from
vest (v)—in
vie—with
view—with a view, to; in view, of
void (devoid)—of
vulnerable—to

want—of
wanting—in
wary—of
way—of (manner, method)
worthy—of

yearn—over, for, after, or toward
yield—to

zeal—for or in

Guide for Compounding and Hyphenation

The following annotated lists are intended as a general guide for the spelling of compound words and words with prefixes and suffixes. The lists are not exhaustive. In doubtful cases consult a dictionary.

A Guide for the Compounding of Adjective Forms

Note: When the meaning is clear and readability is not aided by the addition of a hyphen, do not hyphenate an adjective form (e.g., civil rights case, high school student, income tax form, per capita expenditure, real estate tax, subject matter proficiency, speech correction class).

<i>Word form</i>	<i>Rule for compounding</i>	<i>Example</i>
adverb ending in -ly plus participle or adjective	Do not hyphenate before or after a noun.	federally insured bank, highly complex idea
all	Hyphenate compounds that include the word <i>all</i> before and after a noun.	all-around, all-inclusive
chemical terms	Chemical terms are not usually hyphenated.	calcium carbonate solution
colors	Compound adjectives expressing color are not usually hyphenated.	reddish orange house emerald green dress
adjective plus participle	Hyphenate before a noun.	able-bodied, custom-designed, slow-moving
cross	Most compounds with the word <i>cross</i> are hyphenated.	cross-check
fold	Adjectival compounds with <i>fold</i> are usually spelled as one word.	threefold
foreign phrases	Foreign phrases used as adjectives do not usually take a hyphen.	ex officio, bona fide
fractions	Hyphenate common fractions used as adjectives or adverbs.	one-fifth, two-thirds
half	Most adjectival compounds with <i>half</i> are hyphenated.	half-baked, but halfhearted
ill	A compound with <i>ill</i> is hyphenated.	ill-advised, ill-fated, ill-bred
like	When the suffix <i>like</i> is used to form a compound, it is spelled as one word. May be hyphenated after words of three or more syllables.	catlike, but hospital-like

little	A compound with <i>little</i> is hyphenated before a noun.	little-known person
noun plus participle	Hyphenate before a noun.	decision-making process, hand-washing facility, hand-made furniture
nouns joined to modify another noun	Hyphenate.	adult-student ratio, principal-teacher relationships, entry-level skills
number plus noun	Hyphenate before a noun.	ten-foot pole
number plus odd	Hyphenate.	fifteen-odd times
phrase as adjective	Hyphenate before a noun. Familiar phrases usually always hyphenated (dog-eat-dog).	day-to-day activities, give-and-take session, once-a-year activity
proper nouns	Do not hyphenate in their original form; add the hyphen in combined forms.	Latin American countries, Austro-Hungarian empire
quasi	Hyphenate <i>quasi</i> before an adjective. Open before a noun.	quasi-legislative activity, quasi contract
Self	Hyphenate compounds with the word <i>self</i> .	self-confident person
Well	Compounds with <i>well</i> are hyphenated before a noun.	well-timed, well-worn
Wide	Compounds with <i>wide</i> are usually spelled as one word except after words of three or more syllables.	nationwide, department-wide

In almost all instances, adjectives formed with the following prefixes are written as one word; but the compound should be hyphenated when the second element is a capitalized word or numeral:

anti	non	semi
extra	over	sub
infra	post	super
inter	pre	ultra
intra	pro	un
mini	pseudo	under
multi	re	

Note: Misleading or difficult-to-read prefixed compounds are the exceptions to the closed style and should be hyphenated; *for example*, pro-choice, pro-life, anti-integration, anti-utopian.

A Guide for the Compounding of Noun Forms

<i>Word form</i>	<i>Rule for compounding</i>	<i>Example</i>
ache	Always closed.	backache, toothache
book	Usually closed. Open if not in the dictionary.	bookmark, notebook
elect	Hyphenated unless the name of the office is two or more words.	president-elect
eye	Most of those beginning with <i>eye</i> are closed.	eyeball, eyelid
fractional numbers	Connect the numerator and denominator with a hyphen.	one-fourth, one-half
general	Always open.	attorney general
great	Hyphenate <i>great</i> with relatives.	great-grandfather
horse	Usually closed.	horsefly, horseshoe
house	Most are closed. Open if not in the dictionary.	houseboat, housekeeper, schoolhouse
in-law	Hyphenate.	father-in-law
master	Varies. Check your dictionary.	masterpiece, master plan
noun plus noun	Hyphenate two nouns that have different but equally important functions.	principal-teacher, author-critic
noun plus preposition	Hyphenate combinations of words, including a prepositional phrase that describes the noun.	sergeant-at-arms, grant-in-aid, commander-in-chief
personal pronouns	Always closed.	herself, oneself
play	Usually closed.	playback, playroom
quasi	Almost all <i>quasi</i> nouns are two words, but the adjectives are hyphenated.	quasi scholar, quasi-judicial

school	Usually closed.	schoolchildren, schoolhouse
self-	Hyphenate all compounds with the word <i>self</i> .	self-examination
snow	Usually closed.	snowball, snowplow
wood	Usually closed.	woodblock, woodwork
work	Many, but not all, are closed.	workbook, workout, work sheet

Compounds ending in the following are usually written as one word, especially when the prefixed word is one syllable. Hyphenate suffixes after words of three or more syllables:

berry	house	piece	weed
blossom	keeper	power	wide
boat	keeping	proof	wise
book	light	room	woman
borne	like	shop	wood
bound	maker	smith	work
brained	making	stone	worker
bush	man	store	working
fish	master	tail	worm
flower	mate	tight	wort
grower	mill	time (not clock)	writer
hearted	mistress	ward	writing
holder	monger	way	yard

Preparation of Lists

Lists may be either set vertically or run into the text. Long lists should be set vertically; short, simple lists are usually better run in. All items in a list should be alike in syntax; that is, all should be noun forms, verbals, phrases, or full sentences. There should be one line space above and below the items in a vertical list as a whole.

Vertical Lists

- Vertical lists are introduced preferably by a full sentence and a colon, although CDE Press makes exceptions (see example two below).
- All items in a vertical list begin with an initial cap. This standard applies even when a list completes the sentence that introduces it.
- No punctuation is required unless the item in a vertical list is a full sentence or can be read as an imperative (a command).
- Lists should be numbered when a hierarchy of importance exists or when the number of items is important (e.g., for an article titled “Six Ways to Raise Healthy Children”). Otherwise, bullets can be used.
- All lists should be parallel in construction. This is a basic tenet of good writing.

Example one. (Numbered vertical list introduced by a full sentence and a colon and followed by full sentences)

Decisions must be made about three critical design features in the curriculum:

1. What sequence of instruction will allow students to revise?
2. What amount of information should students revise?
3. What strategy will students use to rewrite or edit text on the basis of the revision phase?

Example two. (Bulleted vertical list introduced by an incomplete sentence for which the items serve as the complement. Items appear to be in the imperative voice and are therefore punctuated as a full sentence.)

Students should be given ample opportunities to read in school and outside school. The teacher should:

- Specify for students a clear purpose for reading.
- Establish objectives for each reading activity.
- Assess students’ independent reading to determine what material they read.
- Target specific vocabulary words to be learned and clarify why they are important.

Example three. (Bulleted vertical list introduced by a complete sentence. Items are neither full sentences nor in the imperative voice, so they take no punctuation.)

In a review of phonemic awareness interventions to enhance the early reading achievements of students with and without disabilities, the following instructional strategies were found effective:

- Modeling phonemic awareness tasks and responses orally and following with students’ production of the task
- Making students’ cognitive manipulations of sound overt by using concrete representations

- Teaching skills explicitly and systematically

Note: The word *following* is an adjective and must be followed by a noun in a sentence that introduces a list.

Run-in Lists

Note that a colon is *not* used when the introduction to the list is not a full sentence; semicolons are used to separate the items in the list.

Example one. (Consistent use of the gerund form)

In the third grade students extend their writing strategies by (1) creating a single paragraph with a topic sentence and supporting details; (2) refining the legibility of their writing; (3) learning to access information from a range of reference materials (e.g., thesaurus, encyclopedia); (4) revising drafts to improve coherence and progression of ideas; and (5) progressing through the stages of the writing process.

Example two. (Consistent use of the nominative form)

Instructional design must address further (1) the length of the information to be listened to or spoken; (2) familiarity with the topic; (3) familiarity with the vocabulary; and (4) syntactical complexity of the information.

How to Avoid Sexism in Writing

Authors must choose words carefully to ensure accuracy, clarity, and freedom from bias in their writing. In particular, they need to select nouns, pronouns, and adjectives that will eliminate, or minimize, ambiguities in references to gender and avoid stereotypes.

Pronouns present the most frequent problem authors encounter in trying to avoid sexism in writing; that is, avoiding the use of *he*, *his*, or *him* when writing for a general audience.

The most obvious solution is to use *he or she* and *his or her* whenever reference is made to any unspecified or hypothetical person who may be male or female. The trouble with that form is that it becomes awkward when repeated too often in an extended context. One option is to alternate uses of *he* and *she*. *Example:* He may choose to hold his bottle of milk. She may like to use a spoon to feed herself.

There are other ways to deal with the problem. Take, for example, this sentence:

The student must stick to his subject when he writes his paper.

1. You can use plurals (*they* and *their*):
Students must stick to their subject when they write their papers.
2. You can address the reader directly (*you*):
You must stick to your subject when you write your paper.
3. You can use the third person pronoun (*one*) and eliminate some pronouns:
One must stick to the subject when writing a paper.
4. You can repeat the noun involved and use the definite or indefinite article:
The student must stick to the subject when the student writes a paper.

All options will not work equally well in every situation. With care—and a little practice—you can find clear and graceful ways of saying accurately what you want to say *and* be inclusive in your use of language.

Note: Nonsexist writing involves much more than dealing with the pronoun problem. For example, other important aspects to be aware of when you write are avoiding sex-role stereotyping; introducing women in ways other than by referring to their marital or parental status; and using parallel terminology for men and women (e.g., use “husband and wife,” not “man and wife”) and for their accomplishments (e.g., “lawyer John Jones and geologist Jane Jones,” not “lawyer John Jones and his beautiful wife Jane”). The following references provide many practical suggestions on these and other issues of inclusive language (bibliographical information is provided in the Selected References):

The Handbook of Nonsexist Writing: For Writers, Editors, and Speakers

How to Avoid Sexism: A Guide for Writers, Editors, and Publishers

Publication Manual of the American Psychological Association

People with Disabilities

People with disabilities are not conditions or diseases. They are individual human beings.

For example, a person is **not** an *epileptic* but rather a *person who has epilepsy*.

First and foremost, they are people. Only secondarily do they have one or more disabling conditions. Hence, they should be referred to as *persons with disabilities*.

.....

Distinction Between Disability and Handicap

A **disability** is a condition caused by an accident, trauma, genetics, or disease which may limit a person's mobility, hearing, vision, speech, or mental function. Some people with disabilities have one or more disabilities.

A **handicap** is a physical or attitudinal constraint that is imposed upon a person, regardless of whether that person has a disability.

Example

Some people with disabilities use wheelchairs. Stairs, narrow doorways, and curbs are handicaps imposed upon people with disabilities who use wheelchairs.

.....

Glossary of Acceptable Terms

Person with disability.

Disability, a general term used for functional limitation that interferes with a person's ability; *for example*, to walk, see, hear, or lift. It may refer to a physical, mental, or sensory condition.

People with cerebral palsy, people with spinal cord injuries.

Person who had a spinal cord injury, polio, a stroke, and so forth, or a person who has multiple sclerosis, muscular dystrophy, arthritis, and so forth.

Has a disability, has a condition of (spina bifida, etc.), was born without legs, and so forth.

Deaf or hard of hearing. *Deafness* refers to a person who has a total loss of hearing. *Hard of hearing* refers to a person who has a partial loss of hearing within a range from slight to severe. A hard of hearing person communicates through speaking and speech reading and usually has listening and hearing abilities adequate for ordinary telephone communication. Many hard-of-hearing individuals use a hearing aid.

Person who has a mental or developmental disability.

Uses a wheelchair or crutches; a wheelchair user; walks with crutches.

Able-bodied; able to walk, see, hear, and so forth.

A person who has (name a disability.) *Example*: A person who has multiple sclerosis.

Adapted from *Disability Etiquette Handbook*, City of San Antonio Disability Access Office.
http://www.sanantonio.gov/ada/handbook_front.asp (accessed April 16, 2004).

Bestiary: A Compendium for the Careful and the Crotchety

A before H. Unless you're prepared to write *an* horse, *an* ham, or *an* hamburger, make it *a* historian, *a* historical or *a* hysterical moment. The initial *h* in those words is pronounced, or rather aspirated, unlike in *hour* or *honest*, in which the initial *h* sounds like a vowel.

Active Consideration. Have you ever heard of anybody giving a plan or proposal passive consideration? This is bureaucratic baloney meant to sound grander than *thinking it over*.

Alternately/Alternatively. Don't confuse the two. The first means "by turns": *They traveled alternately by snowmobile and dogsled*. If only one were available, they would go by dogsled, or, *alternatively*, by snowmobile.

Anymore. When the *Webster III* dictionary came out, language purists were shocked that it permitted *any more* to be written as one word, *anymore*. Well, all right (NEVER *alright*), I don't like it a lot (NEVER *alot*), but will go along—with this reservation: When you're writing about something additional, make it two words: *I don't want any more advice from you*. When it's used as an adverb, as in, *I don't want to argue with that editor anymore*, go ahead and make it one word. By the way, if you've ever written some place as one word, don't do it any more.

Concept. Pompous noun for *idea*, *notion*, *scheme*. Use one of those less grand words unless you're referring to something complex, like Einstein's concept of the universe, or Kung's concept of the church. Not *the mayor's new concept of parking lot use*. (Be careful of *notion*, though. It's often used as a sneer word, meaning a sort of harebrained idea: *He had a notion he could halt the arms race*.)

Conceptualize. Same thing. Fit for, say, an effort to conceptualize the movement of subatomic particles. But why bother? What's wrong with *envision*?

Convince, Persuade. *Convince* requires a state of mind, *persuade* a course of action. A person often acts in accordance with convictions, but not necessarily. The editor may try to convince you that a lead is poor; failing, he may persuade you to change it anyway. The distinction is valuable and should be preserved. Think: convince *that*, persuade *to*.

Dichotomy. It means "a split or division into two contradictory or mutually exclusive parts": truth and falsehood, right and wrong. *Split* or *division* is preferable in news writing.

Dilemma. If we restrict this word (or any word) to its precise meaning we keep its usefulness. *Dilemma* is not a synonym of *predicament* or *jam* or *trouble*. It means that someone faces two alternative courses of action, both of which are likely to be unpleasant. "On the horns of a dilemma" is a cliché to be avoided, but it does illustrate the special problem the word defines.

Disinterested. Does not mean *uninterested*. *Disinterested* means personally detached, unbiased in a matter in which you have no stake. *Uninterested* simply means lacking interest. You can be *disinterested* in your friend's divorce without being at all *uninterested*. As a reporter you should always be *disinterested* but never *uninterested*.

Excellence, Pursuit of. Shopworn to the point anything associated with excellence should never be. A favored, if immodest, characterization by certain professional groups of their current scrambling. Sometimes unavoidable in direct quotes; use with extreme caution at other times.

Expect/Anticipate. Politicians and others given to pretentiousness often substitute *anticipate* for *expect*. The words do not mean the same and the distinction should be kept. To expect is simply “to look ahead to.” *Citrus growers expect about the same production as last year.* The word *anticipate* means “to look ahead to—and do something about it.” *They put smudge pots in the groves, anticipating frost.*

Farther/Further. Correct usage requires *farther* when speaking of literal distance; *further* in all other instances. *My desk is farther from the water cooler than yours. Your daughter is further along in school than mine.* But be careful. The expression *taking it a step further*, for example, is correct because *step* is used metaphorically, not as a literal measure of distance.

Fewer/Less. That beer does not have *less* calories, that beer has *fewer* calories. *Less* applies to quantities, *fewer* to numbers. Ironclad rule: *less* modifies a singular noun, *fewer* modifies a plural noun. *Fewer* calories, *less* taste.

Fortunate/Fortuitous. Although some, seeking pomposity, substitute *fortuitous* for *fortunate*, the words are not synonymous. *Fortunate* means “lucky.” *Fortuitous* means “by chance,” “by accident.” Something which is *fortuitous* can also be *fortunate*, but unless it happened by chance, *fortunate* is the correct word: *It was fortunate that the plane had enough fuel to reach an alternate landing field. The pilot’s choice was fortuitous; all the other fields were damaged.*

Founder/Flounder. *Without steam, the pumps could not function and the ship began to flounder and go down.* No, it didn’t. It began to *founder*, that is “to collapse, to break down suddenly.” To *flounder* means “to move clumsily, awkwardly, in confusion”—probably a blend of *founder* and *blunder*. (When that foundering ship sank, a flounder [noun] might have watched.)

From . . . to. This construction denotes a logical progression, as from A to Z or from girlhood to womanhood, or from stock room to board room, or from soup to nuts. To write *activities that range from golf to investing* begs the question: what goes between? To write *from golf to investing to racing to poker* is worse. What you probably mean is, *as diverse as*. If so, say so.

Hopeful/Fearful. They were fearful that he might be ill and hopeful that he would recover. A \$10,000 reward for proof that these words improve upon, *They were grateful that he had returned, feared he might be ill, and hoped he would recover.* (The battle against *hopefully*, used in the sense of “we hope” [*Hopefully the Dodgers will win the pennant.*] seems hopeless—hopefulness?—but fight on.) These formulations have already betrayed at least one writer into *she said shamefully*, when she meant *shamefacedly*. For shame.

Infer/ImPLY. *The official complained that the newspaper story falsely inferred that he had condoned racial hatred.* The word the writer intended was *implied*. *Infer* means “to deduce or judge from evidence.” *ImPLY* means “to intimate, to signify, to hint.”

Innovative. Ridden hard by advertising copywriters and institutional and political boasters and propagandists, this adjective is nearly exhausted. Few programs, policies or people are truly original. Reserve the word for such rare instances. Renaming three courses in its curriculum doesn’t make Podunk College an *innovative* school.

Input. Nice computer term, so let’s keep it in the technical kennel. In human affairs, warm-blooded words are better: *They sought a stronger voice, or a greater say, at city hall, not more input.*

Interface. A technical word from science and engineering that jargoneers find irresistible. It means a connection between independent systems, as between a computer and a typesetting machine. Showoffs apply it to human relations, where *coordination*, *agreement*, *something in common*, *shared*, are all better terms. *Doctors and nurses should interface more in a hospital setting* might be tough if many wear glasses. Why not work together? Do we interface on this point?

Kudos. The Greeks had a word for it and it was *kydos*, meaning “glory.” It has come to us almost intact as *kudos*, meaning “acclaim in recognition of achievement.” It is a good word to avoid because it often sounds wrong when used correctly, as in *kudos is in order for Joe Smith*. It is a singular noun in the same way that *pathos*, of similar Greek origin, is singular. There is no such word as *kudo* just as there is no such word as *patho*. If you simply avoid *kudos* it will be to your glory.

Lifestyle. Overworked vogue word, usually just a flossy way of saying *life* or *way of living*. *After years of comfort and luxury, financial setbacks changed his lifestyle (life). Some Acapulcans have a splendid lifestyle (live splendidly).*

Literally. Disastrous as a casual intensifier because it means that something is factually and precisely true. *The Mets literally slaughtered the Cardinals last night* would have left at least nine corpses. I would never use *literally* in a million years. I mean that figuratively.

Media. This word is plural. The press is a news *medium*, television is a *medium*, radio is a *medium*. Together they are news *media*. Never write, *The media is sometimes guilty of bad grammar*. Write, *The media are*. . .

Militate/Mitigate. The words are confusing because they sound and look alike. They aren’t the least similar in meaning. *Militate* (from the Latin word for *soldier*) means “to have weight or effect.” *Mitigate* (from the Latin “to soften”) means just that: “to soften, make less severe or painful, alleviate, mollify.” *The judge mitigated the sentence from 30 days to 10. The unpredictable economy militates against long-term planning*. Choose plainer words.

Notion. See **Concept**.

Nouns into Verbs. Turning nouns into verbs has a long and honorable tradition: *to telephone*, *to cable*, and the more recent *to bus*. *To contact* is borderline usage, handy only when the nature of the contact is nebulous: letter, telephone call, native runner? But draw the line at noun-spawned verbs that serve no real need and sound gushy, like *debut*, *host*, *author*. People *make their debuts*, *give parties*, *write books*. Especially execrable is *debut* in the past tense: *The new edition debuted three months ago*.

Only. Be careful where you place this trouble-fraught little modifier. Put *only* before any word in the following seven-word sentence and you get seven different meanings: *I hit him in the eye yesterday*. But don’t get pedantic about it. In such commonly understood phrases as *I only want orange juice*, placement of *only* where it strictly belongs (before orange juice) seems stilted. I’m only trying to help.

Option. If you don’t like this word, which bureaucrats and academic babblers have made *de rigueur*, you have an option: *choice*. Same with the verb *opt*: choose *choose*.

Perceive. Blown-up word for *see*, *understand*, *grasp*, *realize*, spewn into the conversational mainstream via academia. Through overuse for the sake of perceptual elegance, also becoming a weasel word, beclouding the obvious. *Jamaica’s economic decline under Prime Minister Manley was perceived as a major cause of his defeat*. Perceived, because it was. Omit *perceived as*.

Plus. Advertisers kidnapped this innocent word from mathematicians as a trendy replacement for *also*, or *moreover* or *not only that, but*, none of which needs replacing. Let us restore *plus* to the mathematicians. Minus, never start a sentence with it.

Prestigious. This, along with *coveted*, is an automatic modifier that pops up drearily with *award*, *trophy*, *honor*. You even see the *prestigious Nobel Prize* and the *coveted Pulitzer Prize*. It goes without saying, so don’t say it.

Reason Why. When *reason* is used as a noun, try never to follow it with *why*. The reason I urge this (not the *reason why* I urge this) is to reduce clutter. *Why* after *reason* is almost always

superfluous. When the tone is conversational, though, it's sometimes hard to avoid the *why*—but I see no reason why rules should not have exceptions, do you?

Refer. *Refer back* is tautological; it's the only way to go. Same is true of *revert back*. That *re* prefix means back. Redundant.

Refute/Rebut. A subtle distinction here, but important, especially in journalism, to avoid editorializing unwittingly. *Refute* renders a verdict; it means “to disprove, to demolish an argument.” *Rebut* means “to answer charges or allegations by counter-argument.” Even though most dictionaries give *rebut* the secondary meaning of “disprove,” the word isn't safe. *Reply to*, *contend*, *contradict* are neutral substitutes for *rebut* and probably better than *refute*.

Replicate. Scientists like to use *replicate* instead of *repeat exactly*, or *duplicate*. Let 'em.

Scenario. Tom Barber, a word-watcher at the *Milwaukee Journal*, calls it “one of those tiresome Watergate words, coined by a bunch of generals, probably, as they plotted deploying their deterrent firepower to neutralize an aggressor.” Amen, Barber made a list of 99 alternate words. He wasn't even breathing hard.

Sophisticated. A cliché adjective that writers apply to any piece of technology that's over their heads. Computers, as a class for example, are no longer so remarkable that they need to be tagged as sophisticated. Neither are F-16s. Because so much is, in comparison with the ordinary writer's mechanical aptitude, *sophisticated*, the adjective should be used sparingly.

Spelling. The English language embraces so many variations in spelling that some words, like the multiplication tables, just have to be memorized. Start with these 20 and add your own: *accommodate*, *affidavit*, *asinine*, *consensus*, *diphtheria*, *embarrass*, *harass*, *imposter*, *impresario*, *inoculate*, *liquefy*, *pavilion*, *precede*, *rarefy*, *resuscitate*, *rococo*, *sacrilegious*, *siege*, *supersede*, *titillate*.

Stance. Means primarily a standing position, as a fighter or golfer might take. Now it is used for *attitude*, *position*, *philosophy*: *his foreign policy stance*. There's nothing drastically wrong with it except that it's becoming worn out, like *posture*.

Strategy. Use *plan*, *scheme*, *design*, *method*. *The housing agency has several strategies for dealing with urban poverty* sounds important in a handout, which is why it's there. Make it *has several ways of dealing with poverty*. Academics, of course, talk about *new strategies in curricular reform*, but there is no redeeming them.

Subsume. As soon as academics began sprinkling their learned papers with this vogue word, bureaucrats jumped all over it. Most of them misuse it. *Subsume* means “to include within a larger group.” *The question of twice-weekly garbage pickup was subsumed by the debate over the whole municipal budget*. Probably because it looks and sounds like *consume*, some mistakenly take it to mean “to eat up.” Don't you.

Supportive of. Why weaken a decent verb by turning it into an adjective with a preposition? *He was supportive of the fund drive? He supported the fund drive*.

Thrust. Doesn't blast off quite as frequently as it used to, but it's still tired and, by association with the types who keep using it as a noun, pompous. *The thrust of the 21-page report . . .* Make it *gist*, *tenor*, *drift*, *burden*.

Utilize. No discernible reason why anyone would want to substitute that verb for *use*. They have exactly the same meaning, so why choose the longer and ugly word over the short and crisp one? Use *use*.

Verbal/Oral. *Verbal* applies to any use of language, either spoken or written. *Oral* applies to spoken language only. *He made a verbal commitment* is nonsense.

Viable. In its original sense in the life sciences, *viable* means “capable of survival and growth.” Now it is used for *real, workable, practical, sound, healthy*. If those splendid words needed technical reinforcement, *viable* would be all right. But there is no need for it, and, besides, misuse robs *viable* of a limited and precise meaning.

Viable Alternative. Used in *viable*’s (regrettably) expanded sense to mean “a sound or workable alternative.” But does anyone ever seek an unsound or unworkable alternative? The adjective is redundant; leave it out. The same often applies to modifiers for *solution* and *option*.

Virtual. It doesn’t mean “actual,” and it doesn’t mean “nearly,” either. *Virtual* means that something has the effect but not the form. *When the president resigned, the vice president became the virtual head of the company* (even though he had not been so named).

Whence, Albeit, Wherein, Thus. All somewhat archaic and therefore (not *hence*) undesirable. But if you must use *whence*, it means “from where”; *from whence* is tautological.

Bibliographical Form for Publications Cited in Manuscripts of the California Department of Education

The following examples apply to the reference lists contained in Department publications. This system is used when footnotes or endnotes are provided. When author-date citations are used in running text, such as (Friend 1970), instead of footnotes or endnotes, a different bibliographical form is used in which the date is placed immediately after the author's name instead of at the end of the citation (Friend, Jewell A. 1970. *Writing English* . . .). Otherwise, the same style applies for titles, capitalization, and punctuation.

A. Books and Handbooks

One author	Friend, Jewell A. <i>Writing English as a Second Language</i> . Glenview, Ill.: Scott, Foresman & Co., 1970.
Two authors	Gunning, Robert, and Douglas Meuller. <i>How to Take the Fog Out of Business Writing</i> . Chicago: Dartnell Corp., 1994.
Three authors	Booth, Wayne C.; Gregory G. Colomb; and Joseph M. Williams. <i>The Craft of Research</i> (Second edition). Chicago: University of Chicago Press, 2003.
More than three authors	Grant, Jim, and others. <i>The Looping Handbook: Teachers and Students Progressing Together</i> . Peterborough, N.H.: Crystal Springs Books, 1996.
Authors of different volumes	Curme, George O., and Hans Kurath. <i>A Grammar of the English Language</i> . In three volumes. Boston: D. C. Heath & Co., 1935. (Vol. I: <i>History of the English Language, Sounds and Spellings, Word-Formation</i> by Kurath; Vol. II: <i>Parts of Speech and Accidence</i> by Curme; Vol. III: <i>Syntax</i> by Curme.)
Book, author, part of a series, with editor of series	Hallett, Robin. <i>Africa Since 1875: A Modern History</i> . University of Michigan History of the Modern World. Edited by Allan Nevins and Howard M. Ehrmann. Ann Arbor: University of Michigan Press, 1974.
Book, no author (most Department publications)	<i>Differentiating the Core Curriculum and Instruction to Provide Advanced Learning Opportunities</i> . Sacramento: California Department of Education, 1994.
Part of book, with author and editor	Bush, T. "International High School: How It Works," in <i>Public Schools That Work: Creating Community</i> . Edited by Gregory A. Smith. New York: Routledge, 1993.
Editor, no author	<i>Cambridge World Gazetteer: A Geographical Dictionary</i> . Edited by David Munro. New York: Cambridge University Press, 1990.
Editor, no author, one of several handbooks	<i>Taxonomy of Education Objectives: The Classification of Educational Goals—Handbook I: Cognitive Domain</i> . Edited by Benjamin S. Bloom. New York: David McKay Co., Inc., 1956.
Compiler, no author	<i>Guide to Reference Books</i> (Tenth edition). Compiled by Eugene P. Sheehy. Chicago: American Library Association, 1986.

Preparer, no author	<i>The Arts: A Competitive Advantage for California</i> . Prepared by the Policy Economics Group. Sacramento: KMPG Peat Marwick and the California Arts Council, 1994.
Handbook, one of series	<i>Attendance Accounting in California Public Schools</i> (1967 edition). Compiled by Jack T. Erikson. School Business Administration Publication No. 5. Sacramento: California Department of Education, 1967.
Workbook with different parts	<i>Culinary Arts: Workbook, Part 2</i> . Prepared under the direction of the Bureau of Industrial Education. Sacramento: California Department of Education, 1975.
U.S. Government publication, with author	Cutts, Warren G. <i>Research in Reading for the Middle Grades: An Annotated Bibliography</i> . OE-30009, Bulletin No. 31. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1963.
U.S. Government publication, no author	<i>Title II Elementary and Secondary Education Act—School Library Resources, Textbooks, and Other Instructional Materials—Guidelines</i> . OE-15659-A (Revised edition) Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1967.
Legislative report, one in a volume	<i>A Redefinition of State Responsibility for California's Mentally Retarded</i> . Assembly Interim Committee Report, Vol. 21, No. 10, 1963–1965. Sacramento: Assembly of the State of California, 1965.
Foreign publications	<i>Littérature française</i> . Publiée sous la direction de Joseph Bédier et Paul Hazard. Nouv. éd. refondue et augm. sous la direction de Pierre Martino. 2 tomes. Paris: Librairie Larousse, 1948-49. (Previously published under this title: <i>Histoire de la littérature française, illustrée</i> .)

B. Periodicals

No author	“New Federal Act Provides Funds for Establishing Model Programs to Assist Preschool Handicapped Children,” <i>Special Education</i> , Vol. 17, No. 5 (April 1969), 1.
One author	Burch, C. Beth. “Creating a Two-Tiered Portfolio Rubric,” <i>English Journal</i> , Vol. 86, No. 1 (January 1997), 55–58.
Two authors	Webster, Helen M., and Elva S. Daniels. “Singing to the Music of Bells,” <i>Instructor</i> , Vol. 84 (February 1975), 64.
Three authors	Pelow, Randall; Lois McDonnell; and Linda Pye. “Bedrock Learning: An Excursion into Earth Science,” <i>Instructor</i> , Vol. 84 (April 1975), 74.
More than three authors	Mayor, John R., and others. “Suggestions for the Improvement of Science Instruction in California Secondary Schools, Grades Nine Through Twelve,” <i>California Schools</i> , Vol. 33 (October 1962), 373–86.
Quarterly publication	<i>Journal of Scholarly Publishing</i> . Published quarterly by the University of Toronto Press.
Compiler	“Current Opinion on Public Education.” Compiled by Kenneth I. Pettit. <i>California Schools</i> , Vol. 33 (January 1962), 19–21.
Periodical with “bulletin” in title	“Modern Foreign Languages in the Comprehensive Secondary School.” The 1958-59 Major Project of the NASSP Committee on Curriculum Planning and Development. <i>Bulletin of the National Association of Secondary School Principals</i> , Vol. 43 (September 1959), 1–14.

C. Miscellaneous

Speech	Riles, Wilson. "No School Is an Island." Address given before the Commonwealth Club of California, San Francisco, California, May 16, 1975.
Paper	Elegy, Roland. "Product Development and Marketing." Paper presented at the annual meeting of Comdex, Las Vegas, Nevada, November 2001.
Legislative report	<i>School Districts That Were Granted Waivers of Administrator-Teacher Ratio Limits in 1972-73 and 1973-74.</i> A report to the California Legislature as required by Education Code Section 17525.1. Sacramento: California Department of Education, 1974.
Lengthy brochure	<i>Parental Involvement in Title I Schools.</i> Sacramento: California Department of Education, 2005 (brochure).
Newspaper article	Robertson, Deane. "A Glut of Shortages," <i>The Sacramento Bee</i> , June 5, 1975.
Audiovisual materials, annotated	<i>German Art Through the Ages.</i> Allentown, Pa.: Wible Language Institute [n.d.]. Filmstrip, color, 25 frames; or 25 slides; sound on reeltape or cassette; printed text. (A survey of German art from early Romanesque to Expressionism)
Unpublished doctoral dissertation	Mirman, Norman. "A Study of Social Adjustment as It Relates to Grade-Skipping in the Elementary School." Los Angeles: University of California, 1961 (doctoral dissertation).

D. Web Resources

A Web document should ideally have an author, a title, and a date, as follows:

Beckleheimer, Jeff. *How Do You Cite URL's in a Bibliography?* 1994. <http://www.nrlssc.navy.mil/metal/bibliography.html> (accessed June 21, 2003).

Quinion, Michael. *Citing Online Sources.* 21 June 1996. <http://www.quinion.com/words/articles/citation.htm> (accessed November 3, 2001).

References to useful Web sites may simply list the organization and its Web address, as follows:

California Association for the Education of Young Children (CAEYC). http://www.caeyc.org/about_tbl.html

California Center for Health Improvement. <http://www.cchi.org>

Note: If you have to split a Web address at the end of a line, do so at a slash (/) or a period but *never* at a hyphen.

Footnote Form for Publications Cited in Manuscripts of the California Department of Education

Note: An acceptable alternative to using footnotes or endnotes is to use the author-date style for citations. When doing so, be sure to use the author-date style for the reference list as well. See the note at the beginning of the previous section, “Bibliographical Form for Publications.”

A. Books and Handbooks

One author	¹ Jewell A. Friend, <i>Writing English as a Second Language</i> . Glenview, Ill.: Scott, Foresman & Co., 1970, pp. 342–43.
Two authors	² William Strunk, Jr., and E. B. White, <i>The Elements of Style</i> (Fourth edition). White Plains, N.Y.: Longman Publishing Group, 1999.
Three authors	³ Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, <i>The Craft of Research</i> (Second edition). Chicago: University of Chicago Press, 2003, p. 101.
More than three authors	⁴ David Lambuth and others, <i>The Golden Book on Writing</i> . New York: Penguin Books, 1987, pp. 28–29.
Author of volume in works of more than one volume	⁵ George O. Curme, <i>Parts of Speech and Accidence</i> , Vol. II of <i>A Grammar of the English Language</i> . Boston: D. C. Heath & Co., 1935, p. 65.
Book, author, part of series, with editor of series	⁶ Robin Hallett, <i>Africa Since 1875: A Modern History</i> . University of Michigan History of the Modern World. Edited by Allan Nevins and Howard M. Ehrmann. Ann Arbor: University of Michigan Press, 1974, p. 111.
Part of book, with author and editor	⁷ T. Bush, “International High School: How It Works,” in <i>Public Schools That Work: Creating Community</i> . Edited by Gregory A. Smith. New York: Routledge, 1993, p. 92.
Editor, no author	⁹ <i>Cambridge World Gazetteer: A Geographical Dictionary</i> . Edited by David Munro. New York: Cambridge University Press, 1990, p. 5.
Editor, no author, one of several handbooks	⁸ <i>Taxonomy of Education Objectives: The Classification of Educational Goals—Handbook I: Cognitive Domain</i> . Edited by Benjamin S. Bloom. New York: David McKay Co., Inc., 1956, p. 56.
Compiler, no author	¹⁰ <i>Guide to Reference Books</i> (Tenth edition). Compiled by Eugene P. Sheehy. Chicago: American Library Association, 1986, pp. 8–9.
Preparer, no author	¹¹ <i>The Arts: A Competitive Advantage for California</i> . Prepared by the Policy Economics Group. Sacramento: KMPG Peat Marwick and the California Arts Council, 1994, p. 51.
Handbook, one of a series	¹² <i>Attendance Accounting in California Public Schools</i> (1967 edition). Compiled by Jack T. Erikson. School Business Administration Publication No. 5. Sacramento: California Department of Education, 1967, pp. 70–71.
Workbook with different parts	¹³ <i>Culinary Arts: Workbook, Part 2</i> . Prepared under the direction of the Bureau of Industrial Education. Sacramento: California Department of Education, 1975, p. 3.
U.S. Government publication, with author	¹⁴ Warren G. Cutts, <i>Research in Reading for the Middle Grades: An Annotated Bibliography</i> . OE-30009, Bulletin No. 31. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1963, p. 3.

U.S. Government publication, no author	¹⁵ <i>Title II Elementary and Secondary Education Act—School Library Resources, Textbooks and Other Instructional Materials—Guidelines</i> . OE-15069-A. (Revised edition) Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1967, p. 10.
Legislative report, one in a volume	¹⁶ <i>A Redefinition of State Responsibility for California's Mentally Retarded</i> . Assembly Interim Committee Report, Vol. 21, No. 10, 1963–1965. Sacramento: Assembly of the State of California, 1965, p. 12.
Foreign publication	¹⁷ <i>Littérature française</i> . Publiée sous la direction de Joseph Bédier et Paul Hazard. Paris: Librairie Larousse, 1948-49, p. 3.

B. Periodicals

No author	¹⁴ "New Federal Act Provides Funds for Establishing Model Programs to Assist Preschool Handicapped Children," <i>Special Education</i> , Vol. 17 (April 1969), 1.
One author	² C. Beth Burch, "Creating a Two-Tiered Portfolio Rubric," <i>English Journal</i> , Vol. 86, No. 1 (January 1997), 55.
Two authors	³ Helen M. Webster and Elva S. Daniels, "Singing to the Music of Bells," <i>Instructor</i> , Vol. 84 (February 1975), 64.
Three authors	⁴ Randall Pelow, Lois McDonnell, and Linda Pye, "Bedrock Learning: An Excursion into Earth Science," <i>Instructor</i> , Vol. 84 (April 1975), 74.
More than three authors	⁵ John R. Mayor and others, "Suggestions for the Improvement of Science Instruction in California Secondary Schools, Grades Nine Through Twelve," <i>California Schools</i> , Vol. 33 (October 1962), 378.
Compiler	⁶ "Current Opinion on Public Education," compiled by Kenneth I. Pettit. <i>California Schools</i> , Vol. 33 (January 1962), 20.
Periodical with "bulletin" in title	⁷ "Modern Foreign Languages in the Comprehensive Secondary School." The 1958-59 Major Project of the NASSP Committee on Curriculum Planning and Development. <i>Bulletin of the National Association of Secondary School Principals</i> , Vol. 43 (September 1959), 12.

C. Miscellaneous

Speech	¹ Wilson Riles, "No School Is an Island." Address given before the Commonwealth Club of California, San Francisco, California, May 16, 1975.
Paper	² Roland Elogy, "Product Development and Marketing." Paper presented at the annual meeting of Comdex, Las Vegas, Nevada, November 2001, pp. 17–19.
Legislative report	³ <i>School Districts That Were Granted Waivers of Administrator-Teacher Ratio Limits in 1972-73 and 1973-74</i> . A report to the California Legislature as required by Education Code Section 17525.1. Sacramento: California Department of Education, 1974, p. 2.
Lengthy brochure	⁴ <i>Parental Involvement in Title I Schools</i> . Sacramento: California Department of Education, 2005 (brochure).
Newspaper article	⁵ Deane Robertson, "A Glut of Shortages," <i>The Sacramento Bee</i> , June 5, 1975.

Audiovisual materials, annotated	⁶ <i>German Art Through the Ages</i> . Allentown, Pa.: Wible Language Institute [n.d.]. Filmstrip, color, 25 frames; or 25 slides; sound on reeltape or cassette; printed text. (A survey of German art from early Romanesque to Expressionism)	
Public laws	⁷ Public Law 93-644; 88 Stat. 2291 (H.R. 14449). “Headstart Economic Opportunity, and Community Partnership Act of 1974.”	
State laws	⁸ SB 1425, Ch. 102, Stats. 1974.	
Resolutions:		
Senate concurrent	⁹ SCR 160, Res. Ch. 186, Stats. 1974.	
Assembly joint	10AJR 35, Res. Ch. 36, Stats. 1974.	
Constitutional amendment	¹¹ ACA 1, Res. Ch. 3, Stats. 1974.	
California Attorney General’s opinions	¹² 48 Ops. Cal AG 110 (1966).	(After January 4, 1943)
	¹³ AGO NS 956 (April 12, 1938).	(Before January 4, 1943, not bound into volumes. NS indicates “new series.”)
Unpublished doctoral dissertation	¹⁴ Norman Mirman, “A Study of Social Adjustment as It Relates to Grade-Skipping in the Elementary Schools.” Los Angeles: University of California, 1961 (doctoral dissertation).	

Note 1: Until the 1950s, public laws were cited as in this example: “Public Law 874, Eighty-first Congress.”

Then Congress started using the form of combining the sessions with the law number: PL 81-874. Writers should make sure that the congressional session is identified in either of these ways with the law number.

Note 2: For more details on California legislative procedures, see the latest edition of *California’s Legislature*.

Note 3: Chronology of Recording of Attorney Generals’ Opinions:

Before October 30, 1936, opinions were given a straight number: AGO 15776 (date optional).

After that date the New Series of numbering was adopted, starting with NS-1: AGO NS 4025.

The opinions have been bound in volumes since January 4, 1943. From that date on, they are cited by volume number and page number in the volume, not by the NS number or any number in a subsequent numbering system: 48 Ops. Cal. AG 110.

In August 1945, a five-digit numbering system replaced the New Series, the first two numbers being the year: AGO 45-171.

In about 1971, opinions were separated into three classifications: civil opinions (CV), criminal opinions (CR), and special operations opinions (SO). The first civil opinion was CV 71-120; the first criminal opinion was CR 71-1; and the first special operations opinion was SO 71-1. A deputy attorney general heads each of those divisions and renders opinions.

Some opinions may never get included in the bound volumes; they may be cancelled or answered informally by letter. It seems there is also an index file of some minor opinions. These are filed separately and given an IL number; they are not bound.

(This information on the chronology came from the Office of the Attorney General.)

Common Copyediting Symbols

OPERATION	SYMBOL	EXAMPLE
Start a new paragraph.	¶	¶ This sentence should have started a new paragraph, but it did not. Therefore, I inserted a paragraphing symbol.
Join the sentence to the preceding paragraph.	2 or No ¶	This next sentence should not have started a new paragraph. No ¶ I therefore inserted a "run-in" symbol to indicate this.
Transfer words (or a sentence) to the appropriate place.	↪	This area never seems to agree with that area of the country.
Reverse the order of letters or words.	↩	This (is now) the motto of the Company.
Delete punctuation, letters, or words.	/	This now is the the motto of the Company.
Insert punctuation, letters, or words.	^	This now ^{is} the motto ^{of} the Company.
Capitalize a letter or word.	≡	Our new company is called <u>school house press</u> .
Lowercase: A letter or word. A word or words	/	Our New <u>COMPANY</u> is called <u>SCHOOL HOUSE PRESS</u> .
Spell out an abbreviation or a figure.	○	The margin should be 2 (in).
Close up space between letters or words.	◌◌	Over all the problem is national guilt.
Add space between letters or words.	# or 5	This experiment is difficult to set up.
Use italic type.	—	Mary McCarthy also wrote <u>The Groves of Academe</u> .
Use boldface type.	≡	Remember this principle!
Restore copy to unedited form. <i>stet</i>	Mary McCarthy, The Vassar <i>stet</i> graduate, also wrote <i>The Groves of Academe</i> .
Indent copy in the direction of the brackets.	[]	<u>This</u> matter is to be indented according to the instructions.
Add punctuation marks.	⊙ - 1/2 [dash] ^ 1/2 v v	He said, Punctuation ^{1/2} commas, particularly ^{1/2} are troublesome.

III. Checklists for Manuscripts

Checklist for Authors of a Department of Education Manuscript

- ☐ The manuscript is *double-spaced* throughout; font size is 12 points.¹ Use of word processing software (not PageMaker) is strongly recommended to minimize the need for reformatting in CDE Press.
- ☐ The author or authors are identified fully and accurately. The names and titles of authors and the names of schools, school districts, colleges or universities, or departmental units are given. Exact locations of city and state are specified when appropriate.
- ☐ The manuscript is organized in definite divisions (that is, chapters, sections, parts, units). Each division is given a title and a number.
- ☐ The text matter in each division (chapter, section, or whatever) contains at least center heads. There should also be some side heads when warranted; they are subservient to the center heads. A third type of heading is the run-in side head—an italicized word, phrase, or statement that begins a paragraph.
- ☐ All center heads and side heads in the manuscript are supplied with at least a short paragraph *above each head*. Thus, a chapter may never begin with a center head; some text matter must precede the head.
- ☐ All factual information regarding people, places, events, dates, numbers, formulas, and so on in the manuscript is correct. **Ensure that all lists containing telephone numbers and e-mail and Web site addresses are accurate.**
- ☐ The pages of the manuscript have been carefully numbered all the way through the document.
- ☐ Interior references are supplied, with complete footnotes (author, title, city, publishing company, year of copyright, and page number[s] for books; author, title of article, name of periodical, volume number, month, year, and page number[s] for periodicals). If the author-date system is used, the corresponding style (with all publishing information) must be used in the selected references.
- ☐ The bibliography or selected references section at the end of the text matter contains *all* the references cited in the manuscript. (The bibliography may also contain additional references.)
- ☐ References, whether in the footnotes or in the bibliography, have been carefully checked for accuracy and completeness.
- ☐ The sequential numbering of footnotes begins anew with each new chapter or section (unless a coded reference system is used).
- ☐ Titles of larger works, such as books, plays, operas, symphonies, movies, and long poems, are italicized. Titles of shorter works, such as magazine articles, essays, short poems, and songs, are enclosed in quotation marks. Italic fonts are available in most computer software.
- ☐ Drawings and photographs, if any, have been carefully prepared; and full details of sources and credits accompany them. Written parental release is required for photos of children.
- ☐ Tables and other tabular matter, if any, are accurate, clear, and meaningful. The exact source must be given if the tabular matter is derived from some other published work.
- ☐ Appendixes, if any, appear at the end of the manuscript (*before* the selected references). Appendixes are arranged in the order in which they are first referenced in the text and have been carefully examined and prepared with a view to enhancing the total work.
- ☐ The telephone number of the author or responsible agent is supplied in case certain problems need solution.
- ☐ **Special request to author.** If a quotation from a published work is substantial in length, time would be saved if you would do the following: Supply, for each quotation, a photocopy of the title page and the copyright page of the original book as well as a photocopy of the page on which the quotation appears. The page number is necessary for a full citation. (A similar procedure can be used with magazine articles.)

¹Submit both hard copy and electronic file for computer-generated material. See page 13 for information on submission of disks to CDE Press.

The more closely a manuscript follows this checklist, the lower the publishing costs will be.

Final Review Before Submitting the Document to CDE Press

1. Is the manuscript complete? (See *The Chicago Manual of Style* for more information on the following parts of a manuscript.)
 - ☐ Title page
 - ☐ Publishing statement
 - ☐ Contents, including list of tables (Be sure the wording on the Contents page is exactly the same as in the text.)
 - ☐ Foreword or Message (from the State Superintendent)
 - ☐ Acknowledgments
 - ☐ Text, including footnotes
 - ☐ Appendix
 - ☐ Glossary
 - ☐ Selected references
 - ☐ Photographs and illustrations
 - ☐ Letters of permission to use all copyrighted materials (See page 11 for a sample letter of request.)
2. Are all the supporting documents available for review?
3. Does the manuscript meet the Department's standards for language and style (as noted on page 9)?
4. Have I checked all quoted materials against an original or reliable source, and have I performed all the necessary mathematical calculations to ensure the accuracy of my tabular data?
5. Have I given proper credit for all the material I borrowed?
6. Are all my references good, reliable, and available?
7. Has the document been prepared according to the "Special Instructions for Preparing Electronic Files for Submission to CDE Press"? (See Section I, "Preparations for Writing.")
8. Has the manuscript been proofread carefully? (See *The Chicago Manual of Style* for suggestions on proofreading.)

Criteria for Manuscripts Submitted to CDE Press

Before submitting a manuscript to CDE Press for publication, a Department of Education consultant should review the manuscript to ensure its compliance with the following Department standards:

Preparation

- ☐ The manuscript is typed; the copy must be **double-spaced** and in **12-point font size**. Stick to word processing format on electronic files.
- ☐ The manuscript was approved by other agencies as appropriate.
- ☐ The purpose and content had been approved for conformity with Department goals and policies before the writing of the document was begun.
- ☐ All necessary reviews and approvals for publication have been obtained (i.e., from the division director, deputy superintendent, and Executive Office). See DEAM Section 3800.
- ☐ Permission to use copyrighted material (or other material extensively quoted or paraphrased) and full citation information are secured.

Title

- ☐ The title is appropriate for the content.
- ☐ The title is appropriate for indexing.

Contents

- ☐ The table of contents reflects a logical and complete outline of the subject.
- ☐ It is broken down conveniently for the reader (not too long or too brief).

Foreword

- ☐ The foreword (or “Message”) by the State Superintendent has been approved by the Executive Office.

Acknowledgments

- ☐ Acknowledgments are included as appropriate.

Introduction

- ☐ The audience for the document is clearly and specifically stated.
 - ☐ The purpose of the document is clearly stated in terms of the Department’s mission and the expected usefulness of the document in the schools.
 - ☐ The use to which the reader is expected to put the document or the information it contains is clearly stated.
- The organizational method of the document is clearly and concisely stated.

Reminder: Has the document been approved for CDE Press services by the division director, deputy superintendent, and Executive Office?

- ☐ Background information necessary to orient the reader is included.

Body

- ☐ The organization of the material is logical.
 - ☐ The organization makes the material easily accessible to the reader.
 - ☐ Each section (and subsections in a complex work) contains a brief introduction that serves as a transition between the previous section and what follows.
 - ☐ The document is comprehensive within the scope set forth in the introduction.
 - ☐ The arrangement of material is convenient.
 - ☐ The tone, diction, and type of information are appropriate for the target audience.
 - ☐ Charts, tables, and figures are arranged logically and conveniently.
 - ☐ Sources of charts, tables, and figures (or of the information contained in them) are clearly and completely stated.
 - ☐ Each chart, table, and figure has a complete head.
 - ☐ Charts, tables, and figures are numbered consecutively throughout the document, using arabic numerals.
 - ☐ All charts, tables, and figures are referred to in the text and appear *after* the first reference.
 - ☐ Photos are provided separately and are identified for matching with the appropriate points in the text.
 - ☐ All line drawings are camera-ready, or clear instructions for preparation are supplied for the Press’s graphic artists.
- ## Back Matter
- ☐ Appendixes are appropriate, well referenced, and well organized.
 - ☐ The glossary is useful, clear, complete, and correct.
 - ☐ The bibliography is comprehensive and accurate, each entry containing the essential search data.
 - ☐ Notes, references, and sources are thoroughly referenced and documented.

Checklist for Editing Manuscripts

General Procedures for All Jobs

- ☐ Write neatly and legibly, using a dark black pencil.
- ☐ Show additions and changes above the lines, not below.
- ☐ Type all inserts of three or more lines. Retype all copy that becomes too messy for a good typist to follow easily.
- ☐ Make sure you always have running text. Never use flaps for inserts. Cut copy and paste in inserts (no staples) or attach inserts to full separate pages. Keep all pages the same size—8 1/2 " x 11".
- ☐ Make sure all pages are numbered in sequence. Number added pages a, b, and so on; and note on preceding pages that a, b, and so on, have been added.
- ☐ Make an alphabetical list of all words in the manuscript about which you have a choice of treatment (for consistency in hyphens, caps, and so on) and show your use or choice or preference.

Minimal Copyediting Tasks for All Jobs (also referred to as *light editing*)

- ☐ Review and correct spelling, grammar, and punctuation.
- ☐ Correct inconsistencies in capitalization and compounding, number style, abbreviations, use of italics or underscores, and sequence of anything alphabetical or numerical.
- ☐ Point out, but do *not* rewrite, awkward, turgid, confusing sections.
- ☐ Point out, but do not fix, major organizational problems.

Additional Copyediting Tasks

- ☐ Check heads in text and tables against contents; make the same or query.
- ☐ Make table of contents and list of tables (if not provided by author).
- ☐ Make sure all subheads (center and side heads) are preceded by some text.
- ☐ Mark end-of-line hyphens to be deleted or retained.
- ☐ Put all tables in consistent, proper form; ensure parallelism within and among tables.

- ☐ Check parallelism throughout text; rewrite when necessary to make elements in series parallel. Be sure all lists are consistent in format.
- ☐ Check pronouns; make sure all have clear antecedents; replace with nouns or rewrite.
- ☐ Check passives; whenever possible and appropriate, replace with active voice.
- ☐ Remove first person throughout manuscript except for the foreword.
- ☐ Eliminate sexist language; pluralize, neuterize gracefully, or write around the problem when possible.
- ☐ Explain unfamiliar acronyms and abbreviations at first mention.
- ☐ Substitute one word for many, short words for long ones, and so on, throughout the manuscript.
- ☐ Make sure all referenced matter (tables, charts, footnotes, and so on) follows its first callout.
- ☐ Check cross-references to sections of the same document for accuracy and consistency.
- ☐ Make sure all items in notes are also in the bibliography with the same facts of publication. Put in consistent format.

More Substantive Editing, Rewriting, and Related Tasks

- ☐ Check math, numbers, problems, answers to questions in exercises.
- ☐ Check descriptions of tables in text with information on tables themselves.
- ☐ Review whole manuscript for sentences, paragraphs, portions that can be eliminated.
- ☐ Write or add heads, subheads as necessary.
- ☐ Check organization and reorganize if necessary.
- ☐ Rewrite awkward, turgid, confusing sections.
- ☐ Review logic of arguments; look for weak points.
- ☐ Write transitions.
- ☐ Write summaries for chapters/sections; for entire document.
- ☐ Check accuracy of content.

Adapted from material provided by EEI Press, Alexandria, Virginia.

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